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ABSTRACT

This second manual of the Head Start training manual set includes workshop modules which focus on child development, social services and parent involvement. The section on child development covers six mini-workshops on the topics of roles and responses of the teacher learning environments, daily planning, classroom management, team teaching, and working with parents. The social service workshops which are outlined examine crisis intervention and confidentiality. Parent orientation, decision-making roles for parents, and the policy council's role with regard to personnel policies are the subjects of the parent involvement workshops. All workshop descriptions include an overview, learner outcomes and procedures for presenting the workshop. Lists of materials needed, handouts and bibliographies are also included. (BG)

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Training Manual for Local Head Start Staff Part II

PS 016767

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Each manual is equipped with workshop modules for Head Start coordinators to use for inservice training. Workshop modules contain sample agendas, directions for group activities, games, mini-lectures, handouts, and references.

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Introduction

In order to provide a better understanding of the role of the Head Start teacher, the Head Start Resource and Training Center (HSRTC) developed the filmstrip, "An Investment in Our Future." The filmstrip outlines the teacher's major goal: stimulating the children's development. It highlights five areas of responsibility in achieving that goal:

- setting up a learning environment
- providing daily planning
- providing effective classroom management
- working as a member of a teaching team
- working with parents

The filmstrip is accompanied by a cassette tape recording which has both audible and inaudible pulses. The presentation is 14 minutes long and can be used in a number of ways:

- to provide new teachers with a general orientation to their job
- to provide experienced teachers with a review of the teacher's role
- to provide interested staff, parents and community members with an overview of the education component

The filmstrip can be viewed independently or in a group setting.

This guide was developed by Linda White and Judith L. Pokorni, Child Development Training Specialists. It provides a description of six workshops which can be used in developing the skills discussed in the filmstrip. Any or all of these workshops can be presented as a part of the local program's inservice training. It is recommended, however, that administrators (directors, and/or education coordinators) first assess their teachers' needs and then determine which workshops address the assessed needs. This will help to assure a meaningful inservice training program for classroom staff.

The workshops are brief sketches of just a few of the possible training experiences that can be used in conjunction with the filmstrip. Local trainers are urged to be as creative and sensitive as possible in order to address the needs that their program staff have in an effective way.

Filmstrip Objectives

As a result of viewing the filmstrip, "An Investment in Our Future", viewers will be able to:

- enumerate the overall goal of the Head Start Program
- enumerate the overall goal of the Head Start teacher
- delineate five areas of the Head Start teacher's responsibility

Overview of the Workshops

WORKSHOP 1 presents a general, introductory workshop on the role of the teacher in Head Start. In this workshop participants view the filmstrip and discuss the major areas of responsibilities outlined in it.

WORKSHOP 2 focuses on the importance of the environment in stimulating children's development. It uses the filmstrip, "Room Arrangement as a Teaching Strategy", to assist participants to develop skills in arranging their classroom furniture and materials.

WORKSHOP 3 addresses the importance of daily planning and establishes factors that should be considered in establishing the classroom routines.

WORKSHOP 4 deals with the skills and understandings teachers need to provide optimal classroom management, i.e., opportunities for the children to function positively within an organized group.

WORKSHOP 5 is designed to assist teaching team members to identify strategies to assist them in working together more effectively.

WORKSHOP 6 assists teachers in identifying the variety of ways in which parents participate in the Head Start program. Participants identify strategies to increase parent participation.

Resources

A list of additional resources for each of the five major areas of responsibility is included at the end of this guide. This list is by no means exhaustive. It is provided to stimulate inservice trainers in their search for materials to help their teachers develop the skills and understandings they need to be effective.

WORKSHOP 1

Overview

This workshop provides an overview of the teacher's role and responsibilities. It provides a forum to discuss all five areas presented in the filmstrip. It also provides information for the trainer about those areas which need further attention.

Learner Outcomes

Participants will be able to:

- identify the teacher's major goal
- identify the teacher's five areas of responsibility
- identify sample goals, objectives and strategies for at least one of the areas

Preparation

Preview the filmstrip, "An Investment in Our Future." Use the printed script to become familiar with the main concepts.

Prior to the workshop, arrange the room for optimal viewing and to facilitate the small and large group discussions which follow.

Select an appropriate warm-up exercise to establish a relaxed atmosphere conducive to a free exchange of ideas. Suggested warm-up exercises can be found in the HSRTC publication, TRAINING MANUAL FOR LOCAL HEAD START STAFF. See Resource List.

Presentation

Introduce the filmstrip by mentioning the five areas of responsibility it outlines:

- providing a learning environment
- daily planning
- classroom management
- working as a teaching team
- working with parents

Show the filmstrip.

Entertain any questions and initial responses to the filmstrip.

Divide the participants into five small groups. Assign each group one of the areas of responsibility outlined in the filmstrip. Instruct participants to develop goals, objectives and strategies for the area assigned to their group. Have the group record the information on a large piece of newsprint using magic markers.

Return to a large group and have each group share its information with the total group. Let participants respond to questions that are raised. Additional questions may be used if needed. For example:

- How does the Learning Environment stimulate children's development?
- Why is Daily Planning necessary?
- What are examples of transition activities that promote Classroom Management?
- How can cooperation with Parents be enhanced in the classroom?
- Whom does your particular Teaching Team consist of?

After the discussion, give each participant a slip of paper. Instruct them to rank the five areas according to their need for further assistance, starting with the one in which they need most help. Use these rankings to help determine areas in which further training is needed. Choose appropriate workshops and activities to respond to the areas of need.

Provide a few minutes to close the workshop. Elicit responses from participants regarding the helpfulness of this workshop by providing either a formal evaluation form or an informal discussion.

WORKSHOP 2

Overview

This workshop deals with the importance of the environment in stimulating children's development. It illustrates how to use the arrangement and display of materials as a teaching technique. The viewing of the filmstrip, "Room Arrangement as a Teaching Strategy," and a discussion are used to achieve the objectives.

Learner Outcomes

Participants will be able to:

- recognize general skills and concepts that can be emphasized by the careful arrangement of furniture and materials in the classroom
- list at least four ways the environment and display of materials affects children's behavior
- design a sample floor plan that meets the needs of their children

Preparation

Preview the filmstrip, "Room Arrangement as a Teaching Strategy," by Diane Trister Dodge. See Resource List. Become familiar with the following concepts:

- Behaviors affected by Room Arrangement:

  1. Adjustment to a new environment
     fear of separation
     upset by changes

  2. Aggressiveness
     running around
     fighting

  3. Lack of involvement/wandering
     frustration
     distractions
     lack of decision making

  4. Misuse of materials

- Concepts and skills represented by the arrangement of the classroom:

  1. Identification
  2. Classification
  3. Seriation
  4. Color
  5. Number

Presentation

Introduce the filmstrip indicating there are two sections:

1. Room arrangement and children's behavior

2. Room arrangement and children's concept development

Show the filmstrip. The filmstrip may be shown in two parts or in its entirety.

Conduct a general discussion of the filmstrip with questions such as:

- How does the environment indirectly and directly affect children's behavior?
- What concepts can be taught using the room arrangement as a teaching strategy?
- What is meant by an appropriate learning environment for young children?
- Describe how children learn acceptable behavior.

Divide participants into small groups. Instruct each group to develop an acceptable floor plan for its classroom. Allow teaching teams to work together whenever possible.

Share the floor plans with the total group. Have each group explain the rationale for its floor plan. Relate the discussion to points in the filmstrip. Summarize the workshop. Elicit responses regarding the helpfulness of this workshop and possible topics for further training/discussion. Use a formal evaluation form or conduct an informal discussion.

WORKSHOP 3

Overview

This session focuses on factors that should be kept in mind as the teaching team plans the classroom activities.

Learner Outcomes

Participants will:

- identify at least three specific reasons for developing daily plans
- outline program factors that encourage learning
- delineate routines and devise a daily schedule

Preparation

Since daily planning is such a crucial aspect of the teaching team's responsibility, the leader may want to prepare several workshops on this topic. If the program does not have an effective planning format to ensure that activities meet each child's needs, see the HSRTC publication, TRAINING MANUAL FOR LOCAL HEAD START STAFF, pp. 82-108. Also check the Resource List in this guide for other materials.

Presentation

Share the learner outcomes and overview with the participants. Have participants engage in an appropriate warm-up exercise.

Distribute and allow time for the Daily Planning Quiz included in this section.

Discuss each statement emphasizing major points.

Discuss factors that should be considered in planning a daily schedule:

- balance of activities
- orderliness
- sensory-motor development
- health/safety
- new and realistic experiences
- other

Brainstorm what information should be considered when activities are planned to assure that the activities meet the children's needs:

- information from parents
- information from daily observations
- information from other component staff
- other

Divide participants into small groups. Instruct each small group to devise a daily schedule for their children. The daily schedule should coincide with the program hours of operation. Groups may be divided according to teaching teams or teachers and teacher aides may be in separate groups.

Summarize the workshop. Elicit responses regarding the value of this workshop and areas that need further elaboration.

DAILY PLANNING QUIZ

Please indicate whether statement is True or False.

_____ Written plans help a teacher organize her day and order a child's routines.

_____ Balance in the division of activities (teacher initiated and child initiated) is not important in the Head Start program.

_____ Planning does not allow a child to select from those experiences that foster creative expression.

_____ Daily plans allow communication between the classroom teacher and the assistant.

_____ Routines constitute the framework for children's daily learning activities.

_____ Daily plans include learning activities which stress specific concepts, materials needed, teaching and guidance techniques.

_____ Daily plans should reflect the needs of each child at all times.

_____ In the Head Start program parents are encouraged to participate in the planning process.

_____ Daily plans need not include areas of development such as gross motor, self-help or language..

_____ Activities planned for the children should be combined with teaching techniques such as cueing, modeling and positive reinforcement.

WORKSHOP 4

Overview

This session emphasizes classroom management as more than simply keeping order. It includes providing young children with opportunities to function positively within an organized group. The optional 16 mm film, "Building Social Skills," (see Resource List) can be used to reinforce the concepts.

Learner Outcomes

Participants will be able to:

1. Develop at least three strategies for achieving effective classroom management:
    - setting rules/limits
    - arranging the physical environment
    - providing organized activities
2. Identify ways to utilize classroom arrangement to promote acceptable behavior in young children, for example:
    - interest areas
    - planning boards
3. State at least three transition activities that are appropriate for their children and which promote smooth management in the class.

Preparation

If the film, "Building Social Skills," is to be used, preview and identify the concepts it portrays that relate directly to this workshop.

Presentation

Share the overview and learner outcomes. Conduct a suitable warm-up exercise. Use the Classroom Management Quiz included in this section in one of the following ways:

- Give a copy to all participants and allow time for completion. Discuss each statement.
- Write each statement on a separate slip of paper. Pass out the slip so that each individual or small group has one slip. Instruct them to decide among themselves whether they agree or disagree with the statement and WHY. Have participants take turns reading their statement and giving their positions. Emphasize major concepts.

Brainstorm routines that orient a child's daily activity, for example:

- arriving/departing
- mealtimes
- toileting
- resting

Introduce room arrangement as promoting positive behavior. Divide participants into small groups. Instruct each group to enumerate ways that the physical environment can enhance classroom management.

Share each group's ideas with the total group.

Conduct a Role Play by instructing four volunteers to pretend they are children. Select one other volunteer to be a teacher. The children are playing in the block area and have been told by the teacher that they should start cleaning up. Two of the children leave the area without cleaning up and sit at the table and begin to play with puzzles. The teacher's task is to get all the children ready for lunch.

After the role play discuss the various ways the teacher can get the two children to help put the blocks away and have a smooth transition to lunch. Encourage participants to share their ideas.

OPTIONAL -- Show the film "Building Social Skills." After the film discuss concepts such as transition times.

Summarize the workshop. Elicit responses on its effectiveness and areas for further discussion.

HANDOUT

QUIZ

CLASSROOM MANAGEMENT

Indicate whether statement is True or False.

_____ Written plans help teachers organize their day and that of the children.

_____ Classroom Management requires adequate planning.

_____ Mealtimes require no real supervision.

_____ Group management should be avoided at times other than free play or child initiated activities.

_____ Children should never be left alone in the classroom.

_____ A teacher should strive to evaluate her direct guidance of a child on the basis of the child's needs rather than the teacher's experiences.

_____ HOW and WHEN are as important as WHAT a teacher says to a child.

_____ Classroom Management depends on a balance of activities for the children.

_____ Teachers can have good management through the creation of well equipped interest areas.

_____ Classroom Management also depends on the cooperation among the Teaching Teams.

WORKSHOP 5

Overview

This workshop is designed to look at the roles and responsibilities of members of the primary team -- the teaching staff and parents.

Learner Outcomes

Participants will be able to:

- identify members of the primary team: teacher, teacher assistant, parents
- identify at least one strategy they will use in working more effectively within their team.

Presentation

Share workshop overview and learner outcomes. Conduct an appropriate warm-up exercise.

Explain the concept of the primary and secondary team:

- Primary: the teaching team plus the parents
- Secondary: other staff members, specialists, etc.

Brainstorm the functions of the primary and secondary teams. Record responses on large newsprint or blackboard.

Divide participants into small groups. Instruct them to complete a chart indicating the roles and responsibilities of each of the primary team members. See sample chart included in this section.

Have each group share its chart with the total group.

Discuss ideas that enhance working together within the team, for example:

- regular meeting times
- frequent, positive communication
- daily plan

Divide participants into their individual teaching teams. Instruct each teaching team to identify strategies they can use to improve their work. It is not necessary to share this with the total group unless all participants feel comfortable doing this. It is helpful, however, for the teams to write down their agreed upon strategies and submit them to the education coordinator. This helps reinforce a commitment to actually implement these strategies.

Summarize the session and elicit responses regarding its effectiveness.

SAMPLE

TEACHING TEAM ROLES

TEACHER	ASSISTANT	PARENTS
Plans and conducts the daily program	Assists the teacher as directed Provides ideas and suggestions for the daily program	Provides appropriate information about the child
Supervises personnel assigned to assist with daily activities	Supervises play activities as requested by the teacher	
Prepares educational materials in implementing daily plans	Prepares supplies and the environment for activities	Reinforces center activities in the home
Maintains orderly environment conducive to growth and development	Maintains orderly environment for the group	Volunteers in classroom and helps with small groups
Attends staff and parent meetings	Attends staff and parent meetings	Attends parent meetings
Observes, records and evaluates group and individual behavior	Observes/records individual child's behavior	Observes own child's behavior
Relates to parents regarding child's progress and planning	Relates to parent/teacher regarding child's progress	Seeks information regarding child's progress
Does periodic home visits	Does periodic home visits as assigned	Volunteers or visits the Center

WORKSHOP 6

Overview

This workshop is designed to provide parents and staff with concepts and suggestions for improving parents' participation. This session is intended for all teaching staff and parents but may be presented to supervisory staff and community representatives with little adaptation.

Learner Outcomes

Participants will:

- identify the role of the parent in the teaching team
- identify at least three ways parents can be involved in the classroom
- state at least one strategy they will use to improve working with parents in the classroom

Preparation

Share the overview and learner outcomes with participants. Conduct an appropriate warm-up exercise. Have participants introduce themselves if they do not know each other.

Brainstorm a list of ways in which parents get involved in the Head Start program.

Introduce and show the slide presentation, "Parents: A Piece of the Head Start Action." (See Resource List.)

Discuss any questions or immediate reactions to the filmstrip.

Divide participants into groups of 4-6 people. Instruct them to use the information from the filmstrip and list as many situations as possible in which they can involve parents in the classroom. Have one person record the list.

Share each list with the total group.

Depending on the makeup of the group, divide participants by center, classroom, etc. Have each group determine one area in which parent involvement could be improved. Instruct participants to develop strategies to improve this area of parent involvement.

Share the strategies with the total group. Have the group write up their strategies and submit them to the education/parent involvement coordinator.

Summarize the workshop and elicit responses about its effectiveness. Identify areas needing further discussion.

Resource List

The following items are available for loan from the Head Start Resource and Training Center (HSRTC) and/or the State Training Offices (STO).

OVERVIEW

Training Manual for Local Head Start Staff. Includes training workshops on education, social services and management. Available at local programs and from the HSRTC for $15.00.

Skills for Preschool Teachers. by Janice J. Beaty. Includes textbook and filmstrip/cassette presentation on each of the following topics:

- Setting up the classroom
- Managing the daily program
- Self-image and self-control
- The roles of play
- Speaking and listening skills
- Preschool book experience
- Large and small motor coordination

Individual presentations available for loan from HSRTC.

Head Start - It Really Works. Provides a colorful overview of Head Start activities and programs around the country. Presents convincing evidence that Head Start produces positive, lasting effects in the lives of low income children and their families. (film)

My Teacher Is a Child Development Associate (CDA) - slides
Defines the CDA program and its 13 functional areas and 6 competency areas.

The Child Development Associate (CDA) Program - slides
Good introduction to the CDA concept covering the goals of the CDA program, CDA competencies, CDA training and training criteria, and the credential award system.

ENVIRONMENT

Room Arrangement as a Teaching Strategy, filmstrip; Diane T. Dodge
Available from Teaching Strategies, Washington, D.C. $28. Also on loan from HSRTC to local Head Start programs. Stresses classroom arrangement impact on children's behavior.

Early Childhood: Development and Education. Jeanne Mack and B.H. Gilley, 1975
Available from Delmar Publishers, 50 Wolf Road, Albany, New York, 12205. Deals with Early Childhood Program Planning and an entire unit on room arrangement.

DAILY PLANNING

It's a Whole New World - 16 mm film, b/w, 28 minutes
Follows four 3-year old children as they join a group for the first time. Explains the individual differences of each child in a variety of situations. Encourages discussion of "what would you do to help these children grow?"

Jenny Is a Good Thing - 16 mm film, color, 18 minutes
The nutrition program is an integral part of the daily activities in a quality Head Start center. Filmed in nationwide centers with creative and wide-ranging nutrition-related activities.

My Art Is Me - 16 mm film, color, 20 minutes
Available at some STOs. An excellent film showing children absorbed in many different creative art activities.

Block Play - 16 mm film, 15 minutes
Available at some STOs. Shows form and use of blocks in children's activities.

The Correlated Day - filmstrip
Illustrates the actual demonstration of multisensory activities in six areas of development: gross motor, fine motor, social, self-help, cognitive and language.

Learning Accomplishment Profile (LAP) - filmstrip
Provides teachers with a simple tool for evaluating a child's existing skills by observing and recording his/her behavior.

Language and Children - filmstrip
Provides an overview of language development from an infant's babbling to the creative speech of a five-year old.

Cognitive Development - filmstrip
Explores Piaget's theory of intellectual development and examines the basic cognitive processes involved in problem solving.

Observation Skills for Child Development Personnel by P. David Kurtz, The Penn State University, 6 filmstrips/audiotapes/study guide.
This self instructional guide contains ten modules on the topic of observing and recording children's behavior.

Logical-Mathematical Thinking and the Preschool Classroom by Jeanne Walton, 1974, $1.00. Includes games and activities for use with small groups of children. Activities use teacher-made materials with a theoretical base addressed. (Booklet)

CLASSROOM MANAGEMENT

Building Social Skills - 16 mm film, 20 minutes
Available at the Bi-State Training Office. This film traces the behavioral changes in one child enrolled in the University of Washington's Experimental Education Unit.

Laton - A Handicapped Child in Need - 16 mm film, color, 14 minutes
Designed to inform and motivate parents of handicapped children to bring their children to a child care program. Presents parents' feelings and also some of the services provided by Head Start to handicapped children.

A Long Time To Grow, Part I - 16 mm film, b/w, 38 minutes
Two and three-year old children in their daily activities at a nursery school.

A Long Time To Grow, Part II - 16 mm film, b/w, 35 minutes
Four and five-year olds elaborating and perfecting the skills and interests of the two and three-year olds.

We Can Grow - 16 mm film, color, 13 minutes
How can a child who is crippled or deaf or blind get started in school? This film takes one into the school life of groups of young children with each of these disabilities. Shows them learning things all children learn and playing games all children play, but in ways adaptive to their disabilities.

Discipline and Self-Control - 16 mm film, 25 minutes
Available at some STOs. This film discusses discipline in teaching and living with young children.

Error Free Learning - filmstrip
Introduces a method of teacher/pupil interaction which ensures success by preventing failures. Four teaching techniques are defined: modeling, prompting, cueing, and positive reinforcement.

A Comprehensive Developmental Team (CDT) in Action - slides
Illustrates the objectives and procedures of the CDT approach to serving mainstreamed handicapped children.

TEACHING TEAMS

Head Start Volunteers - 16 mm film, color, 7 minutes
Shows Head Start volunteers in classroom and on outings sharing time, skills, and special interests.

Integration of Head Start Components - slides
Cross component integration in the Head Start program.

Comprehensive Developmental Team Guide. by Judith Pokorni, 1977, $3.50
Available from HSRTC. Booklet that describes an interdisciplinary approach to meeting the needs of the mainstreamed handicapped child. Gives practical steps in organizing functional teams.

PARENTS

Parents: A Piece of the Head Start Action - slides
Available from the HSRTC. General orientation to parents on the role they play in the Head Start program.

Learning and Growing and Learning - 16 mm film, color, 20 minutes
Shows parents as the child's first teacher, using toys as a medium. Suggested for use with parents and staff. (Far West Laboratory for Educational Research and Development)

Organizing Parents - filmstrip
Outlines methods of organizing parents by identifying the key points of leadership, task orientation and goals clarification.

Parents and Staff Together - A Model Designed for Program Evaluation - filmstrip
Developed to demonstrate a preschool program doing a successful self evaluation of its center operations. (Day Care and Child Development Council)

Head Start Parents Make Decisions - slides
Parents participate in Head Start by working with their children at home, in the classroom, planning activities, and most importantly - making decisions. Discusses the decision making process and the role of the parent in the Head Start Center Committee.

Parents: Policy Makers in Head Start - slides
An informative presentation which outlines the rights and responsibilities of parents in Head Start and focuses on the role of the policy committee and policy council.

Parenting Series: Parent Involvement, Working in the Classroom - filmstrip
Parent Magazine Films, 52 Vanderbilt Avenue, New York, New York, 10017. Offers various ways of including parents in the classroom. Volunteering, career development, etc. are addressed.

Understanding Parenthood Series:

Family Relationships - 5 filmstrips and cassettes
Concerns of the customary strains of family life, what often causes them, and what parents can do to deal with them.

1) Becoming a Family
2) Differences, Great and Small
3) Expectations versus Realities
4) Individual Needs
5) Talking It Over

The Growing Parent - 5 filmstrips and cassettes

1) New Responsibilities, New Strengths
2) Opportunities for Self-Understanding
3) Communication: The Key to Growth
4) Belonging to the Community
5) Love Takes on New Meaning

Crisis Intervention

Overview

This workshop, designed for approximately 25 people, uses individual, small and large group activities, the optional viewing of a film (see reference section) and group interaction in the form of role plays. The training is a supplement to Module #8, Helping Skills. (See reference section.)* It is intended that those skills be applied as a basis for the specific area of "helping" in individual and/or family crisis intervention.

The workshop acknowledges varying types of crisis intervention models and focuses primarily on a theoretical model presented by T. Thomas McMurrain in his book, Intervention in Human Crisis: A Guide for Helping Families in Crisis. (See reference section.) Participants have the opportunity to discuss this model in detail and to make practical applications to their work experience.

The workshop may be four to five hours in length depending upon the amount of time allotted for role playing. The format for the workshop progresses from the presentation of theory to discussion of types and intensities of crisis situations and concludes with experiencing the intervention model in a role play situation.

Learner Outcomes

Participants will:

- discuss Maslow's Hierarchy of Needs
- distinguish between different types of crisis situations
- identify signals that indicate a crisis situation
- discuss the principles of intervening in a family crisis
- develop a plan of action for a family crisis

Agenda

Survival Words

Film - crisis situation (optional)

Types of Family Crises

Signals of a Crisis

Intervening/Rights, Risks and Responsibilities in Helping

A Plan of Action

* Module #8 includes the areas of attending, observing, active listening, recognizing and understanding problems, and empathic responding.

PROCEDURES

Approximate Time	Activity
10 minutes	Briefly explain the agenda and learner outcomes for the session. Pass out pre-sorted handouts.
25 minutes	Explain Survival Words activity and proceed with the directions on page 15. Have participants refer to Handout #1 and write initial list of words on a half sheet of paper.
10 minutes	Present Key Concepts on Maslow's Hierarchy of Needs. See page 6. Handout #2 (page 16).
	Choose option 1 or 2
25 minutes	Option 1: Introduce and show film, "Cipher in the Snow", (or other selected crisis situation film). See reference section.
25 minutes	Option 2: Have individuals from large group volunteer to share varying types of crisis situations which they have experienced in their work with families.
10 minutes	Discuss film or Summarize group sharing. (option 1) (option 2)
10 minutes	Break
10 minutes	Present three types of crises. See page 9.
10 minutes	Present and discuss Handout #3, Crisis Signals Checklist.
15 minutes	Lecturette, Principles of Intervening. (See pages 10-11, Handout #4.)
5 minutes	Review "rights" that we have as helpers. See key concept, page 11.
5 minutes	Brainstorm "risks" that we take in helping. See key concept, page 11.
10 minutes	Discuss the responsibilities of helpers. See key concept, page 11.
15 minutes	Present Handout #3, Levels of Crisis Intensity. See page 12 for key concept and handout completion.
1 hour	Lunch
20 minutes	Present and discuss Handout #6 and #7, Levels of Intervention and Intervention Guide. See key concepts, page 12.

PROCEDURES

Approximate Time	Activity
20 minutes	Break into small groups of five to complete crisis situation cards. See key concepts, page 13 and crisis situation cards, pages 23-24 .
20 minutes	Have individual groups present summaries to large group. Discuss.
10 minutes	Break
30 to 60 minutes	Role Play crisis situations. Apply model in intervening and discuss. See key concepts, page 13 .
5 minutes	Present summary and review the major points of the workshop.

An Overview

Introduction

There are many and varied forms of intervention in human crisis situations. Most methods do follow a basic structural format. The steps most often apparent in effective crisis intervention are to:

1. establish communication and rapport
2. assess the problem
3. assess resources and strengths
4. formulate a plan
5. put the plan into action
6. evaluate

This process is congruent with the Family Needs Assessment Process. In fact, it is that process which invariably supplies us with information regarding a family crisis situation, along with a method - or action plan - for dealing with the crisis.

Further, there are four basic attitudinal elements which make a person-to-person relationship growth-promoting. They are:

1. congruence - genuine humanness in feelings and actions
2. empathy - active listening and understanding
3. positive regard - warm and positive acceptance
4. unconditional regard - positive feeling without reservations and without making judgments.

These key factors underlie and enhance any helping relationship, including that of crisis intervention. These and other helping skills are elaborated on in Module #8 and should be clearly understood and appreciated as a basis for this particular workshop.

The information presented here, from McMurrain's book, Intervention in Human Crisis, is a clear and understandable summary of many models of intervention. Only the key points are presented with an assumption that participants are aware of and practice the basic skills necessary for helping. The books in the reference section may be purchased from publishers or borrowed from libraries for further elaboration or clarification.

Copy all handouts and distribute a set to each participant during the introduction of the workshop.

Survival Words Activity

Specific directions for this activity are given on page 15. It should be noted that as the activity progresses, participants in groups may express feelings of annoyance, discontent, etc. toward other group members' suggestions of "survival words". Make mental notes of these interactions as you proceed.

It will be a difficult task in the end when the total group tries to develop "the ten essential words". Try to persist until the task is complete and the group is in agreement.

Allow time for discussion questions on page 15. It will be necessary for group members to convey feelings about the process.

99.9% of the time, the final list of words (as well as many of the words not chosen) can be directly linked to specific words or notions on Maslow's Hierarchy of Needs. You may conclude the survival word activity by stating that, "the interesting thing about this activity is that the words which you have chosen are the same as or very similar to those that appear on Maslow's Hierarchy..."

Maslow's Hierarchy of Needs

DIRECTIONS FOR PRESENTATION

Display large copy of Maslow's Hierarchy of Needs on blackboard or flip chart. Explain hierarchy to participants. Have them refer to Handout #2.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Maslow's Hierarchy of Needs	Maslow identifies needs in stages, ranking from lowest (physiological needs) to highest (self actualization).
Physiological Needs	The first and most basic stage of needs is physiological. Such things as basic health needs, food, clothing, shelter, and water are physiological needs.
Security Needs	Security or safety needs make up the second stage. They include: a home, a job, general medical care, and physical protection (especially of children).
Belonging	The third stage is belonging or social acceptance. Having a family and friends and belonging to community groups or organizations are important in this stage.
Esteem	Feeling good about oneself and having a sense of pride makes up the fourth stage of esteem.
Self Actualization	The fifth and final stage is called self actualization. Having a desire to develop to one's potential and being creative and spontaneous in that desire is essential in self actualizing.
Comparison to Survival Words	• Many words that we identified on our lists can be found on Maslow's Hierarchy. • We are all at different stages on the hierarchy. • What is a need for one individual is not necessarily a need for another. • We move up and down through the stages. • We generally do not move to higher stages without having lower stages of needs met.

KEY POINT

When the fulfillment of a basic need is disrupted and we cannot find alternative ways of fulfilling that need, there is the potential for a crisis. It is much the same as when we did not see that our survival words were not being accepted.

OPTION #1

Film - "Cipher in the Snow"

Introduction to the film

"Cipher in the Snow" is a Board of Education film which deals with an elementary school-aged child, his family, peers, and teachers. It is a tragic crisis situation to which many Head Start staff should be able to relate. This particular film was selected because it displays different types of crisis situations and offers much in postviewing discussion of intervention techniques.

Note: Trainer should preview film prior to showing it to the group.

View film.

Discussion of film

There may be a heaviness in the room after the film is over. Participants will need time to sort through and express their feelings regarding the impact of "Cipher in the Snow".

- Ask participants for general comments/reactions.
- Express your own feelings.
- Ask, "What needs (according to Maslow's Hierarchy) were not being met?" Discuss child's mother's and father's needs.
- In what ways could intervention have taken place? In the school? In the home?
- Acknowledge the following points:

  1) Some crisis situations are very subtle; some very blatant.

  2) The signals that we recognize in a pending crisis. . .
     The type of crisis that becomes apparent and. . .
     The level of intensity of the situation all determine how we should intervene.

Throughout the remainder of the workshop, the above points will be looked at in detail.

PROCEED with section on TYPES OF CRISES . . .

Note: 1. See reference section for information on obtaining "Cipher in the Snow".

2. Other films depicting crisis situations may be substituted, if the same general information will be conveyed.

OPTION #2

Ask participants to share varying types of crisis situations from their experience with Head Start families. Allow three to five individuals to share their stories. The purpose of the sharing is to allow the total group to hear about types and levels of intensity of crisis situations.

After each individual has presented a situation, discuss as a total group the types of needs (according to Maslow's Hierarchy) that were not being met.

Summarize, repeating the following points:

1) Some crisis situations are very subtle; some very blatant.

2) The signals that we recognize in a pending crisis . . .
The type of crisis that becomes apparent and . . .
The level of intensity of the situation all determine how we should intervene.

Throughout the remainder of the workshop, the above points will be looked at in detail.

PROCEED with section on TYPES OF CRISES . . .

Types of Crises

McMurrain, in his book, Intervention in Human Crisis, identifies three types of crisis situations.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Types of Crises	The three types of crises are: Maturational Exhaustion Shock
Maturational Crisis	This type of crisis occurs at some transitional point in a family's life. Some change has taken or is taking place and the family's internal support system is not strong enough to deal with the change. Examples of maturational crisis are: • having a new baby in the family • children becoming adolescents • changing residence • starting a new job
Exhaustion Crisis	When a stressful condition exists for a long period of time and a family's coping skills wear down, they may experience an exhaustion crisis. Examples of this type of crisis are: • extended poverty • husbands and wives who stay together for the sake of the children • long-term illness
Shock Crisis	Shock crisis situations are the sudden, destructive and tragic occurrences which force families to readjust painfully. This is the type that usually comes to mind when we think of a crisis. Examples are: • a death in the family • a family's home burns down • an automobile accident

If Option #1 was used . . . Ask, "What type or types of crises were apparent?"

In observing these crisis situations, there are often many signals given out that would indicate a crisis is forthcoming. Review Handout #3, Crisis Signals Checklist (page 17). Proceed next to Lecturette on Principles of Intervening.

Principles of Intervening

It is extremely difficult to "walk into" a crisis situation. Because a family is most susceptible to "help" at the time of a crisis, a helper's response to the situation must be timely and appropriate. Deciding to intervene is usually based upon how the helper assesses two conditions:

- the seriousness or intensity of the crisis
- the family's ability to deal with the crisis on its own

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
3 Basic Principles of Intervention	1. Reduce Stress 2. Provide Support 3. Build Strength
Reducing Stress	Ask participants how they reduce stress for themselves and others. List the responses on the blackboard or flip chart. Such things as allowing a person to "talk out" a situation or feelings; distancing from the source of stress; or having a person focus on <u>thinking</u> rather than <u>emotions</u> may be brought up here.
Providing Support	Again, brainstorm how we are supportive to families. Such things as being understanding; identifying strengths; guiding a family in developing a plan of action or in problem solving may be added to the brainstormed list.
Building Strength	How do we build strength? Focusing on positive points; encouraging a family to look at a situation realistically and to determine if its problem solving strategies are effective or ineffective; providing information regarding resources so that a family may then use that information in applying a plan of action - all build strength.
Issues to Consider in Intervening	In crisis intervention, both the helper and the family must be as clear as is possible on a number of issues so that further stressful situations are prevented. Review Handout #4 with participants. Being able to answer the questions on the handout regarding a particular situation can only increase the effectiveness of intervention. <u>Note</u>: Some very serious crisis situations may not permit open discussions on all of these issues. Very serious situations require immediate action, thus effective interpretation of the problem by the helper becomes more critical.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Helper Issues	As helpers, we: • have certain rights • take certain risks • have certain responsibilities
Rights	Our rights include: • the right to observe people or families • the right to try to build a relationship • the right to express genuine interest and concern • the right to offer help
Risks	What risks do we take? Brainstorm and put responses on board. The following may be included: • rejection • becoming too emotionally involved • making a mistake • physical harm
Responsibilities	We are responsible for: • being genuine and honest in our concern • our behavior in any given situation (just as the family is responsible for its) • focusing on the family's needs rather than our own • maintaining confidentiality • being competent in our jobs: - knowing about community resources (which are good; which are not) - understanding families - building relationships - being in touch with community agencies and assisting families in advantageous use of services You may add more of your own, based on job requirements.

Crisis Intensity

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Crisis Intensity	- Have participants refer to Handout #5, Crisis Intensity. - Review handout. - After each level of intensity are blank lines. Allow participants time to write in their own examples of catastrophic, critical and developmental stages. Ask volunteers to share what they have written.
Levels of Intervention	- Review and discuss Handout #6. Participants may want to add their own examples of: Empathy Facilitation Assertion and Control
Guide for Intervention	- Display large copy of guide (Handout #7) on blackboard or flip chart. - Have participants refer to Handout #7. - Explain the following: • when the level of intensity is developmental, we intervene with empathy • as developmental approaches critical, we act more as facilitators • at the critical level, we begin with facilitation • as critical approaches catastrophic, we become more assertive • at the catastrophic level, we may need to be assertive or to assume full responsibility and take control. - Point out that it is inappropriate and ineffective to intervene at a developmental level by taking control, just as it is to intervene in a catastrophy with only empathy. Give examples.

CRISIS SITUATIONS

The remainder of the workshop will be spent in practical applications.

Application 1

Break into small groups (approximately five per group) and distribute one situation card to each group. Groups may choose to use one of their own crisis situations rather than a situation card. Allow groups 20 minutes to discuss a situation and to answer the questions on the situation cards. Have each group present its summaries to the large group.

Application 2

To add additional meaning and to allow participants to experience situations on a more realistic level, have small groups prepare role plays based on situation cards or their own experiences with family crises. Ask role players to apply as many of the principles learned and discussed in this workshop to their role plays.

Have role players present to the total group. Discuss questions on situation cards; effectiveness of intervention; suggestions or comments, etc.

Role playing is good practice and aids in increasing the skills of the helper. Discuss the process thoroughly.

Application 3 (optional)

If time permits, trainer may elect to have participants develop a written work plan for a crisis situation. This would be most appropriate with lower level crisis situations (e.g., a developmental crisis or a lower level critical crisis). A format suggestion would be your program's family action plan or family needs assessment work plan.

Summary and Evaluation

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Summary	Review that, during the workshop, participants: • discussed Maslow's Hierarchy of Needs • distinguished between different types of crisis situations • identified signals that indicate a crisis situation • discussed the principles of intervening in a family crisis • experienced firsthand how effective intervention takes place
Evaluation	Allow participants time to discuss their reactions to the materials presented, activities employed, usefulness of content, need for additional information or practice time, etc.

Survival Words

This exercise begins individually, with each group member composing a list of ten words absolutely essential for survival. Each person imagines that s/he has a mission to form a colony on another planet, where it will be impossible to have a vocabulary of more than ten words. What should these ten basic words be? When each person has a list of ten words, have groups of three synthesize ten words from the pooled thirty. Join in groups of six and synthesize again. Write final word lists from each group of six on blackboard or flip chart paper. As a total group, eliminate all but "the ten essential words".

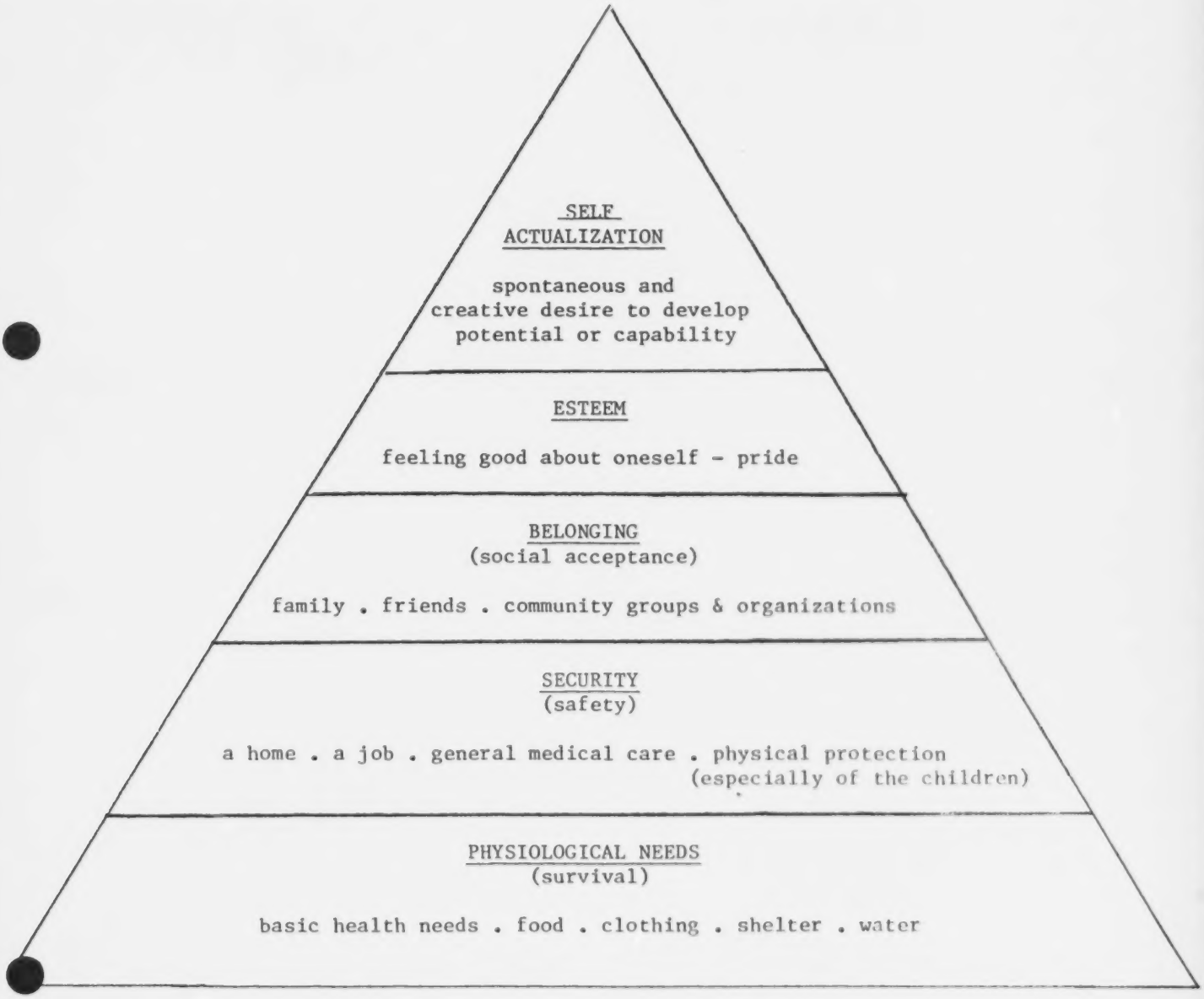
Whose words survived?

Who lost all of their words?

How does everyone feel about the final list?

Discuss the process.

MASLOW'S HIERARCHY OF NEEDS


SELF ACTUALIZATION
spontaneous and creative desire to develop potential or capability
ESTEEM
feeling good about oneself - pride
BELONGING
(social acceptance)
family . friends . community groups & organizations
SECURITY
(safety)
a home . a job . general medical care . physical protection (especially of the children)
PHYSIOLOGICAL NEEDS
(survival)
basic health needs . food . clothing . shelter . water

CRISIS SIGNALS CHECKLIST

I. Precipitating Stress

A. Has there been a specific, unexpected shock or strain for the family? (e.g., family member's death, an accident, spouse left, sudden illness, getting fired)

B. Has there been a prolonged stress that has exhausted the family's strength? (e.g., poverty, prolonged illness, too many children)

C. Is the family going through a developmental transition? (e.g., having a baby, getting a new job, a child getting married, moving to a new town)

II. Disruption of Normal Functioning

A. Are the family members irrational or illogical, or are they unable to make and execute plans to solve their immediate problems?

B. Are they losing control of their emotions, or are their emotions inappropriate?

C. Is their behavior bizarre or strange, or are there drastic changes in the way they normally behave, or is their behavior irrelevant to the problems at hand?

D. Are they physically ill or without basic necessities, or are there signs of physical harm to family members?

III. Significant Long-Term Consequences

A. Is something happening to the family that significantly endangers the family members' well-being?

B. Will harm that is occurring now affect the family members in the future?

IV. Awareness of Distress

A. Does the family experience a state of crisis?

B. Has the family openly asked for outside help?

C. Are members of the family upset?

Any "yes" response is a signal that crisis-related conditions exist in the family and serve as a clue to be alert. The more "yes" responses, the more certain we can be that the crisis exists. When at least one "yes" appears in each of the four crisis signal categories, there is a very strong indication that the family is in crisis and that it is the limit of its ability to cope with the stress.

Taken from Intervention in Human Crisis by T. Thomas McMurrain

ISSUES TO CONSIDER IN CRISIS INTERVENTION

Family Issues

- What has the family identified as the problem?
- What are they able to do to help themselves?
- How much responsibility are they willing to take?
- What does the family want and expect of me (the helper)?

Helper Issues

- What have I identified as the problem?
- In what way(s) am I able to help?
- What am I willing to do to help?
- How much responsibility do I expect the family to take?

CRISIS INTENSITY

Crisis Intensity is determined by:

- the level of harm that will result if the crisis is not effectively resolved
- the time frame in which the crisis is developing (rapidly)
- the level of need (according to Maslow's hierarchy) which is threatened

Three Levels of Crisis Intensity

Catastrophic - greatest level of intensity

- long-term consequences
- rapidly evolving time frame
- basic level needs are threatened

examples - a family's home and all of their belongings are destroyed by a fire and they have no place to live

- a three year old boy is diagnosed as having leukemia and may die

- _____

_____

Critical - medium level of intensity

- serious implications but immediately leading to major devastation
- time frame is immediate but not as rapidly moving as catastrophic
- moderate threat to a basic need or strong threat to a higher level need

examples - the father of four children (including an infant) has just lost his job

- the baby has had a fever of 104° for the past two days, but the mother does not want to contact anyone for help

- _____

_____

Developmental - lowest level of intensity

- consequences are not immediately obvious and do not have immediate effect
- time frame is gradual and somewhat remote
- threatens higher order needs as well as basic needs

examples - a husband and wife frequently argue and fight, often resulting in divorce threats. The children hear it all.

- the children are eating mostly starches - not a well-balanced diet at all. They are beginning to show signs of malnutrition

- _____

_____

LEVELS OF CRISIS INTERVENTION

Empathy - show understanding and sharing of the feelings and experiences of a family crisis situation, or try "putting yourself in their place".

example - show an understanding and provide support and encouragement for the family as they take steps to resolve the crisis

Facilitation - assist in arranging conditions which will help the family, and, ensure that beneficial consequences or behaviors will be more likely to occur.

example - refer a family to an agency or call an agency to assure a timely appointment

Assertion - apply persuasive and/or coercive power in attempts to influence the course of direction of events.

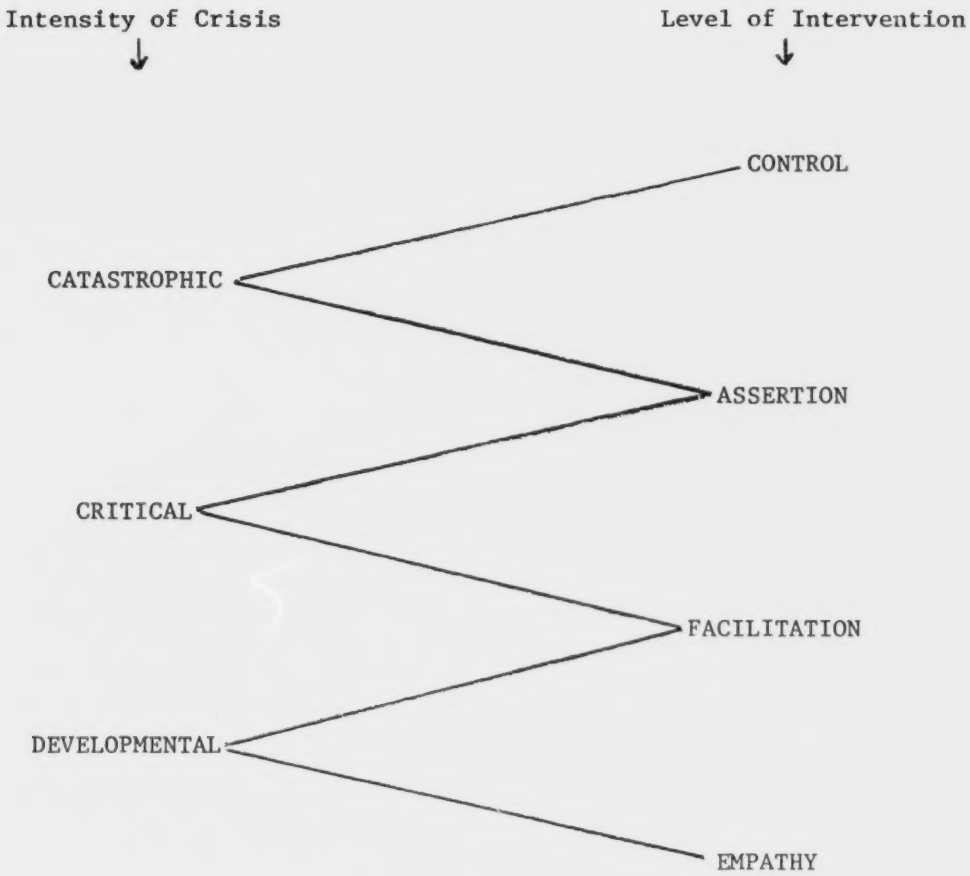
example - insist that an apparently unconcerned family take a very sick child for medical treatment

Control - assume responsibility for the family when it will not, or cannot take the necessary measures to protect itself or its members.

example - force hospitalization on someone who has seriously attempted suicide.

HANDOUT #7

A GUIDE FOR INTERVENTION



Taken from Intervention in Human Crisis by T. Thomas McMurrain

Situation 1

"I just can't handle it anymore. I can't take care of these kids anymore. The welfare check is never enough and their father doesn't pay support. There's never enough food and I can't get a job with babies in the house. I'd never be good at anything anyway. I can't even take care of my kids. If I would kill myself at least then someone would look after them - better than I can. I've been thinking about this for a long time. I'm really going to do it this time."

- What level of need is threatened?
- What type of crisis is it?
- What are the signals?
- How intense is it?
- How are you going to intervene?

Situation 2

Mr. Baker called you this morning reporting that his son, who is in your program, is ill so they plan to keep him at home today. According to the father, the child has severe stomach cramps (almost bending him double), is nauseated, and has particularly sharp pains on his right side. Mr. Baker isn't too worried about the child, or at least he doesn't indicate to you that he's concerned, and assures you the boy will be back in school tomorrow.

- What level of need is threatened?
- What type of crisis is it?
- What are the signals?
- How intense is it?
- How are you going to intervene?

Situation 3

"I don't care what the nosy neighbor said, the little brat fell out of that tree out in the yard. Sure, sometimes I have to whip him kind of hard - he's such a trouble maker - but I sure as hell didn't beat him with a rock like she said. You know, she said the same thing the last time, when he was in the hospital. But that time he fell off a chair. I guess he's a little careless."

- What level of need is threatened?
- What type of crisis is it?
- What are the signals?
- How intense is it?
- How are you going to intervene?

Situation 4

"I guess we expected it but I was still surprised when Jim got laid off at the plant. Just when we thought everything was going to be okay, the bottom fell out and I don't know what we can do now. My mother helped us before but she's been sick and I don't feel like I can bother her now. Jim is looking for some part-time work but if he can't get something soon, we won't even have any food left."

- What need is not being met?
- What type of crisis is it?
- What are the signals?
- How intense is it?
- How are you going to intervene?

Situation 5

"It was a really bad storm - harder rain than I had ever seen. My sister called for me and the kids to go to her place. She said the creek was rising - and we lived in the hollow. Thank God that we went! The whole house was washed away by a flood. Everything we had is gone. We have no clothes, no food, no place to live. Can't stay at my sister's - she doesn't have room. I just don't know what to do (woman starts crying)."

- What need is not being met?
- What type of crisis is it?
- What are the signals?
- How intense is it?
- How are you going to intervene?

Any or all of the previous situations may be used as role play material OR

groups may choose to use their own program or family crisis situations.

Bibliography

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Umana, Roseann F. et. al. Crisis in the Family. New York: Gardner Press, Inc., 1980.

Puryear, Douglas A. Helping People in Crisis. San Francisco, California: Jossey-Bass Publishers, 1979.

Carkhuff, Robert R. and Bernard G. Berenson. Beyond Counseling and Therapy. New York: Holt, Rinehart and Winston, Inc., 1967.

Maslow, Abraham H. The Farther Reaches of Human Nature. New York: Viking Press 1971.

Film

Cipher in the Snow - Brigham Young University
Media Marketing
W-STAD
Provo, Utah 84602

This film is also available for loan from many colleges, universities (e.g., West Virginia University, Penn State), intermediate units (in Pennsylvania), school districts.

Please call the HSRTC, if you have difficulties locating it.

Module #8 can be found in the HSRTC publication, Training Manual for Local Head Start Staff. The manual was developed in 1980 by HSRTC staff members for local program use. All Head Start programs and State Training Offices should have a copy on file. Please call HSRTC if you have any questions.

Confidentiality

Overview

This workshop is designed for up to 30 people. All Head Start staff members should be encouraged to participate. Policy council and center committee parent groups would benefit as well. The session focuses on a natural right of human beings - that of having information remain confidential. The implications of that right within Head Start programs are also discussed. Small and large group activities are used during the workshop as well as lecturettes.

The workshop is approximately 2½ hours in length.

Learning Objectives

- to define confidentiality
- to determine why it is important to keep information confidential
- to review guidelines on confidentiality
- to review the Buckley Amendment
- to participate in a practice exercise in determining the confidentiality of written statements

Agenda

Introduction

Rumor Clinic

What Is Confidentiality?

Why Keep It A Secret?

Guidelines on Confidentiality

The Buckley Amendment

Group Activity

Evaluation

CONFIDENTIALITY WORKSHOP

PROCEDURES

Approximate Time	Activity
10 minutes	Introduction - review the learning objectives and agenda for the session.
20 minutes	Rumor Clinic. See key concepts, page 4.
35 minutes	What is Confidentiality? Divide participants into six groups of five people each. Ask groups to brainstorm and come up with a definition for confidentiality. Have all groups share their definition. Review Handouts #1, #2, and #3. See key concepts on page 6.
10 minutes	Break
10 minutes	Review and discuss Handout #4, Suggested Guidelines for Maintaining Confidentiality. See key concepts, page 6.
10 minutes	Review information on Buckley Amendment, Handout #5. See key concepts, page 6.
45 minutes	Introduce group activity on the confidentiality of written information. Do Section I of Handout #6 in large group. Break into groups of five and complete Section II of Handout #6. Share results of small group work. See key concepts on page 7.
10 minutes	Summary and Evaluation. See page 8.

Introductory Comments

Confidentiality is an issue which programs deal with on a regular basis. Because of the contact that staff members have with parents and the extent to which personal information is shared, it is necessary that clarifications be made on a regular basis.

- Knowing <u>how</u> to react to information that families share with staff members is imperative
- Knowing <u>what</u> information is appropriate to share
- Knowing with <u>whom</u> to share information and
- Respecting individuals' rights to privacy

are all critical parts of our jobs in working with families.

This workshop keys in on these and other points and allows staff the opportunity to discuss problem issues relating to confidentiality, as well as to begin establishing written guidelines for maintaining confidentiality.

Rumor Clinic

Purpose: To demonstrate distortions that may occur when information is transmitted through a series of individuals (from the original source to a final destination).

Setting: A meeting room. All participants act as observers and are seated facing an area where the rumor clinic will take place.

Process:

- Ask for six volunteers. The remainder of workshop participants will be process observers.
- Five of the six volunteers are asked to go to an isolated area or room. One volunteer stays in the meeting room with the observers and workshop facilitator.
- The workshop facilitator reads the "accident report" to the volunteer, who may not take notes on what s/he hears.
- The facilitator asks one volunteer from the isolated room to return.
- The first volunteer repeats to the second what he heard from the facilitator. Each volunteer must transmit the message in her own way and without help.
- A third volunteer returns and the second repeats what he heard from the first.
- The process continues until all volunteers but the sixth have had the message transmitted to them.
- When the sixth volunteer returns, s/he is told to assume the role of a policeman. The fifth volunteer repeats the message to the policeman. Afterwards, the policeman writes the message on the blackboard or newsprint for all to see.
- The facilitator then posts the original message (previously prepared on newsprint) to be compared with the policeman's version.
- The observers and volunteers are then asked to discuss the process.
- The facilitator leads a discussion with the entire group on the implications of the Rumor Clinic.

Rumor Clinic Message:

"I cannot wait to report this accident to the police. I must get to the hospital as soon as possible. The delivery truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash."

Note: The message can be rewritten to be more pertinent to the particular group. This particular message was chosen to add a bit of levity in a non-threatening manner. Additional rumor clinics may be conducted to ensure an understanding of the concept. Note that doing this would add to the total time for the workshop.

Rumor Clinic taken from
Pfeiffer and Jones,
A Handbook of Structured
Experience for Human
Relations Training.

See Bibliography

WHAT IS CONFIDENTIALITY?

Follow instructions in procedures section, asking small groups to define "confidentiality". After groups have reported their definitions, proceed with review of Handouts #1, #2, #3.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
What Is Confidentiality?	Most information that the small groups will have arrived at in defining confidentiality can be found summarized in Handout #1. Compare the definitions to the handout information.
Why Keep It A Secret?	Handouts #2 and #3 support and expand upon the definitions and raise considerations in dealing with the issue of confidentiality. Review these handouts as further clarification.
Suggested Guidelines For Maintaining Confidentiality	Many participants ask for specific guidelines that they might follow relating to confidentiality. Handout #4 is a beginning. Ask participants for additional suggestions of specific principles. Encourage program staff to establish written guidelines (within the program) for staff to follow. Sometimes staff members are just not clear on how much information to share and with whom. Written guidelines will help. All staff members have a "need to know" of varying degrees and types of information in order to perform their respective jobs effectively. Job responsibilities define those specifics. Staff members need to be clear on who needs to know what information and for what reason.
Buckley Amendment	Staff and parents need to be aware of certain information covered in the Buckley Amendment. Parents have the right to review their child's records. That places many implications on the information that we, as staff members, record in child and family files. Review Handout #5 and discuss.

CONCEPTS FOR PRESENTATION

A good guide to follow when it becomes necessary to record information is this:

RECORD	RATHER THAN
Facts	Judgments
Objectively	Subjectively
Necessary Information	Unnecessary Information

REMEMBERING ALWAYS THAT:

- PARENTS HAVE ACCESS TO RECORDS -

- Facts are specific, actual, true.
- Judgments are our opinions, feelings, thoughts.

- Objective recording is unemotional, realistic and factual.
- Subjective is how we feel about something.

- Information is Necessary when it serves a purpose. Something will be done with it for the benefit of a family; it will help me or some fellow staff member to do our job better.
- Information is Unnecessary if it serves no purpose, has no bearing on our jobs, does not relate to service to a family.

Complete Handout #6 as described in Procedures Section.

Summary and Evaluation

Summary

Summarize that in this workshop participants:

defined confidentiality

discussed the necessity for keeping certain information confidential

reviewed and suggested guidelines for maintaining confidentiality

learned about the Buckley Amendment

looked at written violations of confidentiality and practiced rewriting statements nonjudgmentally

Evaluation

Ask participants to make comments on the content and activities presented in the workshop. Explore the need for additional training on this particular subject.

WHAT IS CONFIDENTIALITY?

Confidentiality is a process of: preserving information that was received in confidence from a family member and disclosing information to professionals for the benefit of the family. The information becomes beneficial when the correct amount of information is shared in time to plan and deliver services to the parents and child. Confidentiality is based upon the basic right of the parents; it is an ethical obligation of the social service worker and is necessary for effective service delivery. The parents' right, however, is not absolute (e.g., child abuse cases). Moreover, the parents' secret is often shared with other professional persons within the agency and in other agencies (with permission); the obligation then binds all equally.

Confidential information is a fact or a condition or the knowledge thereof pertaining to a person's private life which is normally hidden from the eyes of others. There are three classes of confidential information:

1. The natural secret (information which if revealed would defame, injure, or unjustly sadden the person).

2. The promised secret (one in which a confidant gives an assurance or promise after he has learned the secret information that he will not divulge it).

3. Entrusted secret (information which is communicated to a confidant with the previous explicit or implicit understanding that the matter will not be revealed. The subject matter may or may not include a natural secret).

The word confidentiality comes from the words ability and confidence: able to keep information held in confidence. Privacy, ethics, trust all go to make up a concept known as confidentiality.

Why Keep It A Secret?

The Right to Confidentiality

"a natural law"

All humans have the right to growth and development (which gives a person a natural right to secrets).

Living according to that law is not only an obligation but also a source of inner peace and happiness.

It is our duty to:

ourselves

our fellow men and women

our family unit

our society

our God

to maintain the right of secrets.

Why Keep It A Secret?

Social and Moral Issues

Every counselor has the obligation...to respect the integrity and promote the welfare of the family with whom he is working (American Personnel and Guidance Association (APGA) Ethical Standards, 1961).

Before we can help a person, we quite often need to know many things about him. In general, the more that is known about a person, the better he can be served.

1. Social Service/Parent Involvement/Health Aides need to be cautioned about prying deeper into a family's personal affairs than is necessary.

2. There is the danger that intimate information may be widely circulated beyond the limits of the professional relationship.

3. Staff need to be certain that what is communicated as private information remains private.

4. If information is of a nature that the worker/aide cannot keep it private, the family needs to know this.

When Is Privacy Violated?

1. When the worker/aide discloses information beyond that needed for service, privacy is violated.

2. When a worker/aide, without the person's knowledge and freely given consent, makes public any disclosures or semi-public disclosures to other agencies or outside people, privacy is violated.

The family has the right to know what <u>specific</u> use will be made of the information collected about them.

SUGGESTED GUIDELINES FOR MAINTAINING CONFIDENTIALITY

Families have the right to protection of personal information about them in their relationship with Head Start during and following the process of obtaining services. The following principles should be kept in mind:

1. Parent should be used as the primary source of information about himself, and information sought from him or her should be limited to that which is essential for service.

2. Parents and other volunteers are prohibited from reviewing records other than those of their own children.

3. Children's health and education records and social service records on families are open only to Head Start staff and special consultants on a "need to know" basis (to the extent necessary to provide services).

4. Inform families about information that will be shared with other Head Start staff and the reasons why. (A signed consent form which includes how information is shared, with whom, and why might be helpful.)

5. No information should be released to anyone outside the program without written consent from the family.

6. Other agencies and individuals should be consulted only with the family's consent and within the limits of that consent.

7. When in doubt about releasing information, obtain permission from a family member.

8. Avoid use of consolidated forms (such as blanket permission forms for field trips, release of information to other agencies, etc.) that obtain parents' permission to release information.

9. On a yearly basis, with help from parents and staff, decide what information will be collected, how it will be shared, and with whom.

10. Develop and use release of information forms and/or procedures.

11. Only that information should be recorded and those records maintained that are essential to provide service; and the use of records should be determined by agency function and the consent of the family.

YOUR SCHOOL RECORDS

Questions and Answers About A New Set of Rights for Parents & Students

Provided by: Children's Defense Fund
1520 New Hampshire Ave., N.W.
Washington, D.C. 20036
September, 1978

A NEW FEDERAL LAW

WHAT DOES THE BUCKLEY AMENDMENT DO FOR ME?

The Buckley Amendment is a short name for a federal law known as The Family Education Rights and Privacy Act. It became law on November 19, 1974. It gives all parents of students under 18 years of age, and all students* over 18 or attending post secondary schools, the right to see, correct and control access to student records. Schools are required to establish written procedures to carry out these rights.

ARE ALL SCHOOLS REQUIRED TO COMPLY WITH THE BUCKLEY AMENDMENT?

Any school which receives federal education funds from the Office of Education (EO) must follow the procedures required by this federal law. Nearly all public schools and universities do receive money through at least one OE program. You can get a free copy of the Guide to OE-Administered Programs: Fiscal Year 1978 from: OE Information Materials Center, 400 Maryland Avenue, S.W., Washington, D.C. 20202 phone (202) 245-8707.

HOW DO I FIND OUT ABOUT THE SCHOOL RECORD PROCEDURES IN MY SCHOOL?

Under the Buckley Amendment, schools are required to notify you about your rights. This should include a description of the procedures for obtaining access, and for removing false or misleading material. If you have not received this information in the mail, call or write to your school principal or dean and request that he or she send you a copy of the procedures.

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*Note: Students under 18 years of age who attend elementary or secondary level schools must rely upon their parents or state and local laws in order to see, correct or control access to their own records.

"Records" refers only to "personally identifiable" records, i.e., records that contain your name, social security number, student ID, or other data that makes them traceable back to you. The Buckley Amendment only protects the privacy of personally identifiable student records. Schools are still allowed to release other general kinds of information about students without getting permission.

SEEING THE RECORDS

WHAT KINDS OF STUDENT RECORDS AM I ALLOWED TO SEE?

The Buckley Amendment covers all "records, files, documents and other materials which contain information directly relating to a student", and which are maintained by an educational agency, such as an elementary school, an office of a school district, or a university. The location of the record does not matter -- discipline folders, health files, and grade reports and other records found in a cumulative folder are all covered. Schools are required to provide you with a list of all the records maintained on students.

ARE THERE ANY STUDENT RECORDS THAT A SCHOOL CAN REFUSE TO SHOW ME?

Yes. You do not have to be shown:

1) a teacher's or counselor's "personal notes": these are notes that a school official makes for his or her own use and are not to be shown to anyone else, except a substitute;

2) records of school security police, if they are kept separate from the rest of the school's files, if the security agents do not have access to any other school files, and if they are used for law enforcement purposes only within the local area;

3) personnel records of school employees.

Note: School officials cannot refuse to show you a record simply because it was sent to them by someone outside the school system.

CAN STUDENTS SEE THE SAME RECORDS AS PARENTS?

No. While the Buckley Amendment permits you to see your own records if you are over 18, no matter how long ago you graduated or how recently you enrolled, there are some additional records that can be withheld:

1) psychiatric or "treatment" records (but you can let a doctor of your own choice look at them for you);

2) confidential letters of recommendation placed in your college file, prior to January 1, 1975, which have been used only for the purposes for which they were requested; and

3) financial records of your parents.

If you have applied to a school but have not been accepted, you do not have a right, under the Buckley Amendment, to see records collected about you during the application process.

CONTROLLING ACCESS TO THE RECORDS

WHO ELSE CAN SEE MY CHILD'S OR MY OWN RECORDS WITHOUT MY CONSENT?

1) school officials in the same district with a "legitimate educational interest";

2) school officials in the school district to which your child intends to transfer (but only after you have had a chance to request a copy of the records and to challenge their contents);

3) various state and national education agencies, when enforcing federal laws;

4) anyone to whom the school must report information as required by state statute;*

5) accreditation and research organizations helping the school;

6) student financial aid officials; and

7) those with court orders.

MAY POLICE, PROBATION OFFICERS OR EMPLOYERS SEE STUDENT RECORDS WITHOUT MY CONSENT?

NO. Under federal law, police, probation officers and employers cannot see or receive information from student records without obtaining your consent. If, however, your state has a statute which was in effect before November 19, 1974, which requires that schools give these individuals such data, then your school has the discretion to do so.

DOES BUCKLEY AMENDMENT COVER "STUDENT DIRECTORY INFORMATION"?

YES. The Buckley Amendment defines student directory information as a "student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of school attended by the student." This information is usually given to newspapers when they print stories on a school's athletics or honor students, or is used in school publications or given to parent/teacher committees. Each year the school must send you a list of what "directory information" it will make available to the public. If you do not want this information distributed, you must tell the school to take your child off its listing of directory information.

*The state statute must have been in effect prior to November 19, 1974.

MUST THE SCHOOL SHOW THE RECORD TO ME RIGHT AWAY?

NO. Under the Buckley Amendment, the school has 45 days to grant your request. Check your school procedures to see if they have established a shorter deadline.

CAN THE SCHOOL DESTROY RECORDS AFTER I HAVE REQUESTED TO SEE THEM?

Such action is a violation of the Buckley Amendment. However, schools may remove or destroy records prior to your request.

MAY I READ THE RECORDS MYSELF?

YES. You have the right to examine the records yourself. If a school official only agrees to read to you from the records, he or she is violating the law.

WHAT IF I DON'T UNDERSTAND SOMETHING IN THE RECORD?

You have a right to receive an explanation of any item you don't understand. There will probably be a counselor, dean or other school staff person in the room with you while you read the records. If this person cannot answer your questions, ask the principal to find someone who can.

MAY I BRING SOMEONE WITH ME, LIKE MY CHILD OR A FRIEND?

YES. While the Buckley Amendment does not state specifically that you have this right, it does say that you may authorize others to see the records. The school may ask that you sign a statement indicating that your friend has such permission.

MAY I OBTAIN COPIES OF SCHOOL RECORDS?

Under the Buckley Amendment, you may obtain a copy when:

1) records are transferred to another school, and

2) information is released to third parties.

In addition, if receiving copies is the only practical way you can obtain access -- you are in California and the records are in New York -- the school will have to make copies for you. Local school regulations will govern requests for copies in other situations, and will also establish the amount that you can be charged for each copy.

Remember: You have the right to see the records and take notes from them even if the school refuses to copy the papers for you.

WHAT SHOULD I TELL H.H.S. IN MY COMPLAINT LETTER?

If you are a parent, tell them your child's name, and the name and address of the school. If you are a student, state whether you are attending or have graduated or are no longer enrolled. (Remember: rejected applicants are not considered students.) Then explain what violation has occurred. Do not just say that your rights have been violated -- use dates and names, and be as specific as you can: "I was shown a file on September 1, 1975, but Mr. Scott, the school guidance counselor, refused to let me see any disciplinary records. When I asked the principal, Ms. Jones, she also refused." If the school gave you a reason for denying your request, include this in your letter. Be sure to enclose copies of any letters you have written or received regarding the dispute. Providing your home and work phone numbers can speed up the investigation.

CAN I ALSO GO TO COURT TO ENFORCE MY RIGHTS?

The Buckley Amendment does not specifically answer this question. Judges have held, however, that when Congress places conditions on federal funds, citizens affected by the legislation can go to court to enforce these conditions. Since the Buckley Amendment requirements apply to schools which receive federal education funds, you should be able to use the court system to enforce your rights. In some cases, courts have already begun to rule in support of such actions.

CAN I BE REQUIRED TO WAIVE MY RIGHTS UNDER THE BUCKLEY AMENDMENT IN ORDER TO RECEIVE CERTAIN BENEFITS OR SERVICES FROM MY SCHOOL?

NO. Since schools are prohibited from "effectively" preventing parents and students from exercising their rights under the Buckley Amendment, you cannot be required to waive your rights before receiving school services. Students applying to post-secondary school can choose to waive their right to see confidential letters of recommendation, but they must be told the names of those writing recommendations and be assured that the statements will not be used for any other purposes.

* * * *

If you need legal assistance or have any questions about your rights under the Buckley Amendment, your nearby Legal Services, or Legal Aid Office, or one of the groups listed on the next page may also be able to provide assistance to you.

MAY THE SCHOOL ASK ME TO SIGN A BLANKET CONSENT FORM AT THE BEGINNING OF THE YEAR SO THAT THEY DO NOT HAVE TO CONTACT ME EACH TIME THEY WANT ME TO CONSENT TO RELEASE OF INFORMATION?

NO. The school must contact you each time that someone requests to see any records.

WHAT MUST THE SCHOOL TELL ME WHEN THEY ASK MY CONSENT TO RELEASE OF RECORDS?

They must tell you what records have been requested, why the request has been made, and who will receive the records.

CAN I SEE A LIST OF EVERYONE WHO HAS ASKED FOR AND RECEIVED INFORMATION ON MY CHILD DURING THE YEAR?

YES. The school is required to keep with your child's records a list of everyone who requests and receives information about your child. You have a right to see it. The list may not include school employees who have seen the records.

ENFORCING YOUR RIGHTS

WHAT CAN I DO IF THE SCHOOL REFUSES TO LET ME SEE OR CORRECT MY RECORDS, OR RELEASES INFORMATION WITHOUT MY CONSENT?

Immediately send a written complaint to:

FERPA OFFICE
HHS HHH #526F
200 Independence Ave. S.W.
Washington, D.C. 20201

William Riley
202/245-7488

They are responsible for enforcing the Buckley Amendment. There is no specific deadline for filing a complaint, but it must be "timely," i.e., soon after the incident. Be sure to keep a copy of your letter and send one to (or personally contact) your nearby Legal Service/Legal Aid office or one of the advocacy groups listed on the last page.

WHAT HAPPENS WHEN I FILE A COMPLAINT WITH H.H.S.?

The agency will investigate your complaint. This will include notifying the school and asking them to respond. You may also be contacted for further information. If the agency decides that the school is in violation, it will order the school to correct the violation within a certain period of time. In cases where the school refuses, H.H.S. can take action to stop all federal education funding to the school.

Children's Defense Fund, 1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Education Law Center, 225 S. 15th Street, #2100
Philadelphia, PA 19102

Additional publication on student record keeping issues can be obtained by writing to CDF or to the National Committee for Citizens in Education, Suite 400, Wilde Lake Village Green, Columbia, Maryland 21043. The National Committee may also be able to put you in touch with other parents or students concerned with school records in your area (toll free number, 800-NETWORK).

ITEMS TO NOTE DOWN

Inspection of Student Records

- Date request made to see records
- Date response received from school
- Date of appointment with school official
- Types of records reviewed
- Records which were not disclosed (disciplinary reports, psychiatric reports, etc.)
- Misleading or inaccurate statements discovered
- Whether copies were provided upon request
- Names of all school officials who handled your request

Correction of Student Records

- Date request was made to correct or delete information in records
- Date request was granted or denied (if denied, date hearing was requested, date hearing was scheduled, name(s) and title(s) of hearing officer(s), date decision was issued).
- Outcome of hearing (records deleted or corrected, statement submitted by parent or student).

CONFIDENTIALITY

- factual, not judgmental
- objective rather than subjective
- parents' accessibility to records
- necessary vs. unnecessary information

I. Are these statements a violation of confidentiality?

1. the mother seemed upset and nervous

2. the child was inattentive and the task was not completed

3. the father deserted the family 3 months ago

4. the family was referred by Protective Services

5. the younger siblings are ill, and the mother was not present during the activity

6. the mother has refused to seek medical attention

7. the family has had difficulty budgeting their food stamp allotment wisely

II. How would you revise these statements to make them non-judgmental?

1. The mother is not interested in the program and is uncooperative.

_____

_____

2. The child has a history of fractures, burns, and cuts. The father is clearly an abusive parent.

_____

_____

3. The mother was intoxicated upon my arrival and talked only about herself.

_____

_____

4. The planned activity (making a collage) could not be done because the house was such a mess there was no place to work.

_____

_____

References/Bibliography

Pfeiffer, J. William and John E. Jones. A Handbook of Structured Experiences for Human Relations Training, Vol. II. California: University Associates Publishers, Inc., 1974.

Buckley Amendment Information:

Children's Defense Fund
1520 New Hampshire Avenue N.W.
Washington, D.C. 20036

Parent Orientation

Overview

Parent Involvement in Head Start is the key ingredient in the Head Start program recipe. The federal policy, 70.2 - The Parents, mandates parental involvement in all aspects of the Head Start program. One of the overall goals of Head Start is to ensure that every parent be provided with opportunities to become actively and meaningfully involved in the total program. Parents need to be made aware of the unique nature of the Head Start experience and, specifically, what is expected of them as participants. A well planned and carefully implemented orientation program could provide the foundation for subsequent parental involvement. A well organized parent orientation process should be conducted in a manner that would promote understanding, enthusiasm, and subsequently motivate parents to become involved.

This module is designed for parents, staff, community representatives and volunteers who are relatively "new" to the Head Start program. Policy Council, former parents, and component heads could conduct this training. The module is designed for up to 30 participants and may be conducted in a sequential manner over a period of several days or weeks. There is no "right" way to provide orientation experiences. The design may be adapted to meet individual program needs.

Learner Outcomes

The participants will be able to:

- develop an orientation program for parents
- identify components of an orientation process for parents
- gain understanding of the importance of conducting an orientation session
- gain skills in evaluation of an orientation program

Agenda

Introduction and Warm-up Activity

Mini-lecture and Discussion

Dyads and Group Sharing

Break

Small Group Activity

Large Group Feedback

Lunch

Warm-up Activity

Brainstorming Session

Large Group Feedback

Film/discussion (See page 8 for description.)

Summary and Evaluation

PROCEDURES

Approximate Time	Activity
30 minutes	Introduction/warm-up activity Give overview of session. Ask participants to share with the persons next to them their names and one aspect of Head Start. Have each person introduce his partner and tell what he learned about that person.
20 minutes	Mini-lecture and discussion: Why is an orientation necessary?
20 minutes	Dyads (pairs) and Large Group Sharing Divide the large group into dyads/pairs and ask each pair to identify any orientation sessions they have experienced. Both partners will have the opportunity to share. Next, the total group will be asked to brainstorm both the negative and positive aspects of these orientation experiences. Identify any orientation that you might have experienced and list the positive and negative aspects of these experiences.
15 minutes	Break
15 minutes	Mini-lecture: What are components of an orientation session? Share the following list: recruitment, home visits, classroom experiences, parent meetings, social and recreational experiences, support systems: partners, babysitting, transportation.
30 minutes	Small group activity Design an orientation program. Each group will plan a different experience: home visit, recruitment, parent meeting and classroom experiences.
30 minutes	Large group feedback and discussion
90 minutes	Lunch
15 minutes	Warm-up Activity (See pages 46-47 .)
15 minutes	Brief Introduction/mini-lecture: What is evaluation? Why is it important to evaluate a training session?

15 minutes	Brainstorming Session Participants brainstorm how to evaluate an orientation program. How could they know if the orientation has been successful?
15 minutes	Large group feedback
20-30 minutes	Show a film. (See page 8 for film resource.)
10-15 minutes	Discussion of film
15 minutes	Summary and Evaluation of Session

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Discuss
Definition of Orientation	Orientation means - a recognition of and adaptation to a situation or environment.
Why is orientation necessary?	Orientation will assist parents in gaining a greater understanding of the Head Start program and why parents play such a key role in its success. Orientation about 70.2 will give parents a greater understanding of the federal requirements that are imposed on local programs and what structure is necessary in order for the program to be funded. Parents need to know what is expected of them in order that they can choose activities in which they feel comfortable about being involved.
Who needs orientation?	Plans should be made to assure parent involvement orientation for all Head Start staff, volunteers, parents, policy group members, all grantee and delegate agency staff whose work is related to Head Start; grantee and delegate agency executive directors; grantee and delegate agency board members. Whenever possible, orientation sessions should mix parents, staff and others together, since the success of parent involvement depends on all groups learning to work together and having a common understanding about the roles and rights of parents in Head Start. The size of groups should not exceed 30, if possible.
Who plans the Parent Involvement orientation?	The local Head Start agency should set up a leadership group or planning committee to be responsible for planning, conducting, evaluating and reporting the Parent Involvement Orientation.

	The group or committee could consist of the Parent Involvement Coordinator, Head Start Director, Chairperson of the Policy Council and/or Policy Committee, Director of Training and two or more parents from the policy group. Other staff, parents or individuals might be included while trying to keep the group to a manageable size.
What are the tasks of the leadership group or committee?	The group or committee will be responsible for: • scheduling time and place for orientation sessions for each center • notification and information about the session(s) • arranging for needed materials and equipment • selecting leaders for the orientation • submitting necessary reports on the entire agency-wide orientation effort
What will the orientation include?	The orientation will include: a) an overview on the current policy for parent participation in the 70.2 b) all staff and volunteers identifying themselves and their roles in relation to 70.2 and to the program as a whole c) a description of the goals of each component of the program d) ideas for parent involvement e) other pertinent program information
Is an orientation program one event? OR	There could be one special meeting to provide an overview. However, other events should follow, such as a "Back to School" experience, so that parents gain a deeper understanding about the educational goals of Head Start through a direct experience in their child's classroom and with the teacher.
Is it a process?	An orientation program is an ongoing process. Orientation should take place over a period of time in a variety of settings and in many different ways. It is important not to overwhelm parents with too much information at one time. Orientation should be personalized to meet the needs of parents and staff.
Stages of the orientation process	Recruitment, home visits, first parent meeting, social events, orientation by leadership group and/or other parents.
Parent Orientation Manual	The manual can supplement and/or reinforce a great deal of the information shared at orientation sessions. The manual can be referred to in the course of training and is an excellent reference tool for parents.

Manuals consist of an organization chart, a brief statement of the history of the program, a description of its affiliation with the agency or organization and a statement of the goals and objectives of the program.

The manual has a section on suggestions for parent involvement, how each coordinator functions in Head Start, the role of the director, teacher, parent and volunteer; a section on the policy council and how it operates, the functioning committees and other organized groups about which parents would need information.

The manual may be a supplement to or include the typical information parents need to know about the operation of the program, such as hours, holidays, bus service, illnesses, etc.

Of what will the orientation manual consist?

- the goals and objectives of the Head Start program
- the structure of Head Start policy groups, boards of directors and committees
- what happens in the classroom
- how parents can become involved in the program in all the above areas

SUBJECT MATERIAL FROM WHICH TO DRAW

Orientation

Why are parents asked to participate?

What are the reasons for parent participation?

What benefits are there for the parent, child and family if they become involved?

What types of participation are made available to parents?

1) decision making about the nature and operation of the program

2) participation in the classroom as paid employees, volunteers and observers

3) developing activities on their own or in conjuction with the center staff

e.g., fund raising
social and cultural activities
GED programs
working in community improvement activities
workshops and training sessions
recreational projects

4) working with their own children in cooperation with the staff of the center

The ongoing orientation program should help parents see the importance of their involvement in their child's education; allow parents to meet each other and create new friendships; make parents feel they are welcome in the center, the classroom and in the program in general; give parents an insight as to the various roles they may choose to play:

- classroom volunteers
- problem-solvers/decision-makers
- planners of program and children's activities
- their child's first and lasting teacher
- an adult learner
- a resource for other parents, staff and children

COMPONENTS OF A GOOD ORIENTATION PROGRAM

a) It should give parents the "feel" of Head Start and what the program is all about.

b) It should give parents an understanding of the history, philosophy and results of Head Start, both nationally and locally.

Processes

1. Recruitment - Provide basic information on the program with emphasis on parent involvement.

2. Home Visit - The home visitor can provide information on the program, answer questions and encourage involvement.

3. Classroom demonstration, "Back to School", experience - This activity could be held in the day or evening or piggyback style (both day and evening).

4. Visiting the classroom - Welcome parents into the classroom and provide opportunities for successful experiences.

5. First day or week of classes - This is a crucial time for new parents. Provide opportunities for parents to understand how the program works.

6. First parent meeting - Keep this meeting informal and emphasize getting acquainted with each other.

7. Social events - Informal events serve as a great way to introduce new parents to the program.

8. Orientation by other parents - Former Head Start parents conduct orientation.

9. Buddy system - A former parent works with a new parent to help make the new experience easier.

HELPFUL TIPS IN RUNNING THE PROGRAM

1. Encourage ideas from new parents.
2. Encourage "experienced" parents to mix with "new" parents.
3. Discourage cliques.
4. Define and clarify as many Head Start terms as possible; keep it simple.
5. Use pictures, slides, movies and any parent-made material or equipment.
6. Give plenty of notice prior to any of the orientation sessions.
7. Involve staff, parents and coordinators in planning the meetings/visits and classroom experiences.
8. Involve all components of the program in order to appeal to a variety of parent needs.
9. Have written materials as well as verbal presentations in order to reinforce learnings.

EVALUATING THE ORIENTATION

What do we want to find out?

- Did it get parents involved?
- How did parents get involved?
- What can we do differently?
- Why did it work/not work?
- How many and which parents are involved in what activities?

It is not necessarily how many parents become involved that demonstrates the effectiveness in involving parents.

Questions to ask as you evaluate the success of your orientation:

- Did families learn what Head Start is about?
- Did parents seem to understand what the Head Start goals are?
- Did parents learn that Head Start is not school?
- Did parents learn that Head Start is a comprehensive developmental program for their children and families?
- Did parents learn what is expected of them?

FILMS

Head Start: It Really Works

This upbeat film uses a lively format to describe the Head Start experience. Various colorful scenes depict all aspects of the Head Start program. It is especially good for parent and staff orientation, community orientation, and public relations efforts.

Available from the Head Start Resource and Training Center, 4321 Hartwick Road, College Park, Maryland 20740 (301) 454-5786.

Head Start: Parent Involvement Makes It Work

This film depicts the shared decision making process in Head Start. The roles of the Policy Council, Grantee Board, Executive Director and Head Start Director in making decisions are examined.

Available from Calvin Communications, Inc., 1105 Truman Road, P.O. Box 15607, Kansas City, Missouri 64106 (816) 471-7800.

Decision Making Roles for Parents

Overview

This two-day workshop is designed for up to 50 people and uses a variety of training techniques in both large and small group activities. The workshop provides training for participants in the decision making activities of policy councils or policy committees, development and implementation of bylaws, personnel policies and budgeting. Participants should come to each session with:

PERFORMANCE STANDARDS
POLICY COUNCIL BYLAWS
JOB DESCRIPTIONS
PERSONNEL POLICIES

Learner Outcomes

The participants will be able to:

- identify the specific decision making responsibilities for policy councils and policy committees
- write a portion of a set of bylaws, identify what bylaws are composed of and how they are adopted
- write personnel policies and identify various components to these policies as well as policy council's role with respect to personnel policies
- develop a program budget; identify budgetary terms, the various aspects of the budget items and how budgets are adopted

Agenda

Day I

Introduction - Identify the various roles of participants in the Head Start program using the 70.2 document and show film. (See page 8.)

Warm-up (optional) depending upon group's needs

Small Group Activity - Identify policy group structure and responsibilities and roles of policy council/committee and decision making.

Break

Large Group Discussion

Lunch

Overview of the Committee System: Bylaws, Personnel Policies, Budget

Large Group Discussion - Developing Good Bylaws

Small Group - Constructing a set of bylaws (See page 13 for role play.)

Break

Group Sharing - Committees - center and policy council levels

Summary and Evaluation

Day II

Warm-up Activities and Mini-lecture

Introduction - Responsibility of policy council to program budget

Small Group Activity: Develop specific budgetary item or use sample role plays (see page 11).

Break

Large Group Sharing

Lunch

Mini-lecture - Role of policy council to personnel policies
(See pages 31-32 for role plays.)

Small group activity or role play

Group Sharing

Summary and Evaluation

PROCEDURES - DAY I

Approximate Time	Activity
15 minutes	Introduction. If time permits, encourage participants to introduce themselves to the other persons sitting next to them and find out what role they play in their Head Start program. Direct them to find out why their partner decided to attend this workshop.
15 minutes	Lecturette. Discuss Head Start philosophy and structure in relation to Policy Council-Committee's Roles and Responsibilities.
20 minutes	Small Group Activity. Divide the participants into small groups (not more than eight (8) in a group). Assign each group task related to defining the roles and responsibilities of either: center committee, policy committee, policy council, personnel committee, budget committee. Make assignments depending on the size and nature of the group.
20 minutes	Group Sharing. Ask each group to write on flip chart paper and report their group's definition of the roles and responsibilities of their assigned committee or policy council.
15 minutes	Break

DECISION MAKING ROLE PLAY #1

Objective: To demonstrate the importance of functioning committees to carrying out Policy Council business.

Problem: The Home-Based parents feel under represented in the Policy Council

Task: Role play how a decision is reached on this problem.

Facts: Parent Activity Fund - $1,800 budgeted
Parent In-Town Travel - $ 600 budgeted

Schedule: Parent committees have elected officers and representatives.
It is October/November.
Bylaws are to be approved at the next regular Policy Council meeting.

Scene: Your choice: 1) Bylaws committee meeting
2) Policy Council meeting to approve bylaws
3) Meeting of Home-Based Officers and Policy Council Representatives

Suggestions: The area of equal representation on the Policy Council is a sensitive one. You are to role play this in a positive manner. In this role play you want to emphasize process. If you select scene 1 or 2, begin the role play with the subject of home-based representation and show what steps have previously happened before your scene (using committee reports, charts, etc.). If you select scene 3, you must show what steps the group must take to attempt to have their problem solved. Given the facts you have and your group's knowledge and experience, you may make any recommendations you can back up. Remember, you are to demonstrate how a well-functioning committee can be an asset to a Policy Council. Be as visual as possible.

Time: 20-30 minutes.

Bylaws

15 minutes	Lecturette. Bylaws: define bylaws; discuss why they are necessary and important; discuss the process by which bylaws are generally adopted.
20-30 minutes	Small group activity. Give each group a section of the bylaws and ask them to write specific components of that section to be included in a "model copy of bylaws" that participants will develop as a whole.
30 minutes	Group sharing. Ask group to share the process they used to develop their portion. Ask the group to share any issues or problems that arise. Ask the group if they have any questions about their section. Share that the "model" will be typed and each participant will receive a copy, including his contribution.
10 minutes	Break
25 minutes	Role play/case study on bylaws. See page 13.
5 minutes	Summary
90 minutes	Lunch
15 minutes	Lecturette. The Committee System: Center and Policy Council Levels. Identify various necessary committees, i.e., Budget, Bylaws. Discuss the possible structure of committees; makeup of committee members. Ask participants to discuss the kind of training and orientation committees receive. Discuss record keeping and reporting system of committees. (See pages 39-40-41 for suggested handouts.)
10 minutes	Small group activity. Give each group a separate role play/case study. Instruct the group to develop their own case study or role play related to the committee system. Remind them that you are available to help them if you are needed for further explanation or assistance.
30 minutes	Role plays of two groups and discussion related to each role play.
15 minutes	Break
30 minutes	Role plays of two other groups.
15 minutes	Summary and Evaluation of Day. Review the learner outcomes. Go over the agenda and review the specific activities.

DECISION MAKING ROLE PLAY #2

Objective: To illustrate how contingency planning in preparing bylaws is important and how what the bylaws state must be followed but can be changed.

Problem: and Facts: According to the bylaws all money raised by the Policy Council must be turned in to the treasurer and only the treasurer and she/he must be bonded. The Policy Council's Fall Carnival raised $300.00. The treasurer was in the hospital the week of the carnival and is still there. The member who was given charge of the money didn't know which bank to put it in. The Director, Policy Council Chairperson, Parent Coordinator and the two experienced members of the Policy Council were at the Regional Meeting and no one else knew the bank. The lady who had the money had her home robbed and only because she hid the money in several places was she able to save $25.00 of the $300.00.

Task: Using a role play, demonstrate how this situation can be avoided in the future.

Scene: Your choice: 1) The meeting of the budget committee, or
2) The Policy Council Meeting

Suggestions: No matter which you select, begin the scene at the point of discussing how the situation can be avoided. Center the role play around discussion of ways to prevent this from occurring; how or if the bylaws should be changed; what about information to members on banks, etc.; what, if any, role should staff have with parents' money?

Time: 20-30 minutes

Roles of Policy Groups

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
History and Philosophy of Head Start	Head Start began in 1965 as a part of the Economic Opportunity Act.
How Policy Councils are Formed Representation on the Council	The Head Start Policy Council is set up at the grantee agency level. It is made up of 50% parents presently enrolling their children in that grantee's program, plus representatives of the community. Representation includes former Head Start parents, major public and private agencies, major civic or professional organizations.
Meetings	Generally, the Policy Council/Committee meets monthly while program is in operation. However, the number of meetings is determined by the membership and is detailed in the body's bylaws.
Roles and Responsibilities	(This concept will come out of group process. See pages 42-45 Roles and Responsibilities.)

Directions for Group Activity

Divide the participants into small groups - not more than eight (8) in a group. Assign each group a task related to defining the roles and responsibilities of one of the following:

- policy council
- policy committee
- center committee
- personnel committee
- budget committee

Give out assignments on the basis of the size and nature of the group. You may have more than one group doing the same task.

The Committee System

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Parent Involvement	Parent Involvement can be greatly increased if a committee system is developed to support the council in meeting its responsibilities. Parents can play a key role on the committees together with experienced council members and staff.
The Committee System	The council and the director work together to identify members of the community and parents. The committee system is composed of the fiscal management committee, personnel committee, fund raising committee, curriculum committee. (System may vary according to individual program needs.) Committees report to the council (or center committee).
Structure of committee	There should be a chairperson, secretary and assistant chair to each committee.
Roles & Responsibilities of Committee	Each committee is responsible to the council or body that appoints it to serve. Each committee should report to the council upon request. Written minutes should be taken at each committee meeting. A separate notebook for each committee should be established so that it can be passed on to each new group of members. This serves to link the past with the present.
Membership	It is helpful to have a mixture of experienced and non-experienced members. A rotating membership is best where some members serve two years, others only one year so that there are always experienced committee members available to orient new members. Try to recruit members who are not already serving on other committees.
Reports	Committees are responsible for providing reports to the council or policy committee when requested and may request slot on the agenda when they feel it might be necessary.

Definitions

BUDGET	An estimate, often itemized, of expected income and expense or operating results for a given period in the future.
CENTER COMMITTEE	All parents who have children enrolled in the center are members of the Head Start Center Committee. The committee works together with teachers to decide what kind of education and learning experiences children will receive.
CONSENSUS	A majority group agreement on an issue.
GRANTEE AGENCY	A public or private, non-profit agency that receives money directly from the federal government.
PARENT ACTIVITY FUND	Money included in the program budget especially for parents. Parents are responsible for budgeting and allocating these funds.
PERSONNEL POLICIES	Program guidelines for hiring and firing procedures that must be approved by the Policy Committee/Council.
POLICY COMMITTEE	Made up of parents and representatives of the community. It is set up at the delegate agency level and is made up of at least 51% parents and representatives of the community.
POLICY COUNCIL	Makes and carries out policies of the Head Start program. It is set up at the grantee agency level and is made up of at least 51% parents and representatives of the community.
PROPOSAL	A written description of the local Head Start program which is submitted to Regional ACYF in order to receive the money to run the program. The program must be approved by the Policy Council and/or the Policy Committee before it is sent to Health and Human Services (HHS).

Summary & Evaluation

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Policy council members have a challenging role	We have discussed the various roles of policy council members: developing policies and procedures, approving and implementing the budget, developing and abiding by bylaws.
The program runs successfully when it meets needs of children and their parents	Policy Council members have a responsibility to reflect the voice of the parents of the program. They must be sensitive to parents.
Head Start works by consensus	The Head Start program encourages consensus - all the members of the group must come to agreement so that every member approves of the final decision.
Parent Involvement is essential in Head Start to make it work	Parent Involvement in a Head Start program can be enhanced by using parents' time and expertise on various committees and on the council as well as in the classroom.

Ask participants to discuss the activities and share their reactions to the workshop. Some questions might be:

- How did you feel about the session in general?
- What aspects of the session were particularly helpful to you?
- What aspects of the session could have been deleted?
- What would you have preferred us to discuss instead?

Thank the group for their remarks and indicate that you acknowledge that some people prefer to share their evaluation of the session by writing an evaluation. Pass out evaluation forms.

Policy Council and the Budget

PROCEDURES

Approximate Time	Activity
15 minutes	Introductions and Warm-up
15 minutes	Group Discussion - Budget • What is a budget? • Define some of the items in the budget. • What goes into a budget? • What is the policy council's relationship to the budget? • What are other groups' relationship to the budget?
30 minutes	Small Group Activity. Each group has a category of the budget to prepare. (See page 20 .)
30 minutes	Group Sharing. Groups discuss what category they prepared and rationale.
15 minutes	Break
15 minutes	Lecturette - Budget Discuss process: How does a budget get formed? Policy issues related to budget; discuss planned versus actual expenses.
30 minutes	Small Group Activity. Case Studies (See pages 22-24.)
20 minutes	Report
10 minutes	Summary and Evaluation (See page 17 .)

Pass out role plays, pages 22-23-24, and discuss the following concepts (depending upon time, any one or all of the exercises can be used).

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
A Budget is ...	A budget is a plan on how to spend money; another statement of the philosophy of your program; how a policy council decides to spend its income is a reflection of its values about the kind and quality of program it wishes to operate.
Categories	One way of looking at a budget is in terms of categories: fixed expenses, variable and optional expenses.
Fixed expenses ...	Are your start up costs for a program. They are fixed costs regardless of your enrollment or attendance.
Variable expenses ...	Are fluctuating costs affected by enrollment and attendance. E.g., amount of food ordered will depend on enrollment and attendance.
Optional expenses	Possible costs which may be incurred after you have paid for fixed and variable expenses. These expenses could include your "planned extras" or "pipe dreams", e.g., new outdoor equipment.
Policy council's roles and responsibilities	The budget must be approved by the policy council.
Director's roles and responsibilities	The director is responsible for implementing the budget.
The participatory process	This process involves parent, staff, community. It takes time, planning and patience since many people are involved.

Definitions

BUDGET	An estimate, often itemized, of expected income and expense or operating results for a given period in the future. An itemized allotment of funds for a given period.
PROGRAM ACCOUNT	Funds allocated to specific spending categories, often abbreviated and referred to as P.A. A number is assigned to spending categories. The abbreviation is followed by a given number. Head Start refers to P.A. 22, P.A. 26, P.A. -------
LINE ITEM	Designation of expenses which may be linked together due to commonalities within the Budget. Line items break down the expected income within each Program Account.
SALARY	A fixed compensation periodically paid to a person for regular work or services, especially work other than that of a manual, mechanical or menial kind.
TRAVEL	A method of reimbursement for expenses incurred as a result of duties to be performed in a location other than the regular of duty. Expenses often include mileage, costs for public transportation, food, overnight staff, such expenses as allowable by the program account. Proof of expenditure through receipts is often required.
EQUIPMENT	Items purchased which endure a life span of three years or a dollar value of more than $300.00
SUPPLIES	Items which are consumable, have a short life span, are used up with a need for replacement. Examples: paper goods, clay, crayons.
CONTRACTUAL	Agreement between two or more persons to provide specific services accordingly.
CONSULTANT SERVICES	Payment including fees, travel expenses and related costs for individuals other than staff providing service to the project, subject to limitations imposed by program regulations.
PETTY CASH	See Incidental Funds
INCIDENTAL FUNDS	Small allocation of money to purchase onetime or speciality items usually restrained to less than $2.00 per item.
ANNUAL SALARY	Total compensation computed on total calendar of possible days, hours that the given employee might work. Annual Salary shows comparative to actual salary.
ACTUAL SALARY	Actual compensation computed on actual days/hours worked by employee.

FRINGE BENEFITS	The employer's share in proportion to the salary paid under the project to the extent that such payments are made under formally established and consistently applied institutional policies. Included are Social Security, Worker's Compensation, Hospitalization, Life Insurance.
AUDIT	Cost for a Certified Public Accountant (CPA) or other such accounting services to review and analyze financial and administrative practices, procedures and records.
LEGAL SERVICES FEES	Fees for such services as provided by a lawyer, legal counseling.
MAINTENANCE AGREEMENTS	Agreements to regulate expenditures for space containments for the program operation. Agreements usually contain the number of days, months, square footage, pro rate cost factor basis agreed upon by leasee and leasor. Generally covering office, classroom, kitchen, storage and vehicle parking space.
TELEPHONES/CENTERS	Contracted telephone services for centers. A regulation specified by the licensing authority.
TELEPHONE/OFFICE	Contracted telephone services for office personnel.
BABYSITTING COSTS	Child care costs to allow authorized participants or representatives to attend official Board or Council meetings, subject to limitations as program guidelines may state.
INSURANCE	Premium costs for general children's accidents and center liability.
BONDING	Surety of conduct or performance as required by Program regulations or grantee organization practice.
ADVERTISING	General recruitment process for opening up staff vacant positions.
ABSENCE FROM DUTY	Authorized leave from program duties as approved, includes sick leave, death of family member, vacation leave, personal days.

Objective: To demonstrate how to use problem-solving in the budgeting process.

Problem: The Tri-County Board of Supervisors has awarded your program a grant of $200,000.00. The first $100,000.00 may be used for anything your Policy Council approves. The next $100,000.00 will be awarded 12 months later if you can demonstrate that the first $100,000.00 improved the quality of the program.

Task: Present to the total group your budget for the initial $100,000.00, the steps/facts you covered to reach this budget and how this will improve the quality of the program services.

Facts: Six buses: 4 are 4 years old
2 are 2 years old

Salaries:
Director - $14,000.00
Specialists & Bookkeeper - $12,000-$8,500
Financial clerk & clerical - $10,000-$4,500
Teachers - $10,000-$6,500
Aides - $9,500-$6,000
Home visitors - $8,500-$6,000
SS/PI aides - $8,000-$6,200
Cooks - $8,900-$6,000
Bus Drivers - $7,200-$6,000

The only people who have traveled in the last three years are the Director, the former Nutritionist and the Ed/Home-Based Specialist. The first two to one USDA training and the third to a Home-Based training. No other travel for any purpose has happened.

Suggestions: Remember, to get the next $100,000.00, you must improve the quality of the program.

Time: 15-30 minutes

BUDGET ROLE PLAY #2

Objective: To illustrate problem-solving in the area of budget modification.

Task: Present to the total group your plans, time tables, and the steps involved in the process for across the program budget cuts.

Facts: You cannot reduce the Parent Activity Fund to less than $5,000/child. (It may be more, but not less.) This program has been a top quality program in every way. A Family Emergency Fund, a monthly newsletter, paid consultants for staff and parents' training, classrooms are provided with new equipment frequently, all volunteers are transported or given mileage to and from the centers, children are taken to zoos, movies, puppet shows (many events requiring fees). All of these services and more are provided in both programs.

Schedule: It is now December 5.

Suggestions: Remember, it should not hurt any one component more than others; staff in classrooms still must meet licensing requirements; would other program options be more cost effective?

Time: 15-30 minutes

BUDGET ROLE PLAY #3

Objective: To illustrate how to use the problem-solving method to solve a budgeting problem.

Problem: The Budget and Finance committee has reported that you are 15% needed in non-Federal share.

Task: To present to the total group the problem-solving necessary to resolve the situation.

Schedule: It is April 3.

Suggestions: Where is your problem?
What can be counted?
Who is responsible for accounting and documentation?
Does everyone (parents, staff, community) understand the importance of the non-Federal share?
What are your time frames?
Who monitoring will happen?
ould be included on planning for solving this problem?

Time: minutes

Policy Council and Personnel Policies

Overview

This workshop is designed for Head Start parents, community representatives and staff who work together to deliver services to children and their families. It is designed for up to 50 participants and requires approximately 2½ hours.

Learner Outcomes

The participants will be able to:

- list the four (4) areas in which policy council committees are actually involved
- describe an acceptable hiring and firing procedure
- identify the process implementing a grievance procedure
- write personnel policies

Agenda

Introduction

The Importance of Personnel Policies

Group Discussion

The Process for Establishment and Amendment of Personnel Policies

Small Group Activity

Break

Personnel Actions

Lunch

Roles and Responsibilities of Personnel Committees

Case Studies - Small group activity

Discussion

Summary and Evaluation

PROCEDURES

Approximate Time	Activity
15 minutes	Briefly go over the learner outcomes and agenda for this session.
15 minutes	Discuss the importance of personnel policies. (See page 28 .)
30 minutes	Lead small group activity - "The Process for Establishment and Amending Personnel Policies". (See page 27 .)
15 minutes	Break
30 minutes	Case studies in small groups Personnel actions: Roles and Responsibilities of Policy Committee/Council (See pages 31-32.)
20 minutes	Discuss each group's case study.
10 minutes	Summary and Evaluation

The Process for Establishment, Implementation and Amendment of Personnel Policies

Directions: Hand out papers to participants. Tell them to take a few minutes to respond to the questions. Tell them it is a true or false quiz and that we will discuss each statement.

T	F	
___	___	The Head Start Policy Council/Committee is responsible for hiring and firing staff of Grantee agency.
___	___	The Head Start Policy Council and Executive Director must approve or disapprove of a hiring or firing of a staff member.
___	___	The policy council must approve or disapprove amendments made to personnel policies.
___	___	The Head Start Grantee Agency Board may be consulted in hiring and firing of Head Start staff.
___	___	The Head Start director must approve of the committee members to serve on personnel committee.
___	___	Personnel policies do not have to include the details as to how the policy councils/committees are involved in the hiring.
___	___	The center committee parents do not have to be involved in recruitment and screening of employees.
___	___	Parents who have children in the program may not be considered for jobs in the program, even if they qualify.
___	___	The Policy Council sets qualifications for positions and is involved in the review of applications and interviewing candidates.

The Importance of Personnel Policies

___	___	Personnel policies assist employees in understanding what procedures they must follow in dealing with personnel actions.
___	___	Employees feel more comfortable working with a program that has carefully spelled out policies.
___	___	Employees know what to do if they have to initiate a personnel action.
___	___	Employees know what to expect if a personnel action is initiated against them.
___	___	Employees have rights and information about these rights is made available in personnel policies.
___	___	Personnel policies protect the program as well as the employee.

All policies must spell out in detail how the Policy Council/Committee is involved in:

1. Hiring - posting, parents' voice, parent opportunities, set qualifications, review and interview, decision on which person is selected, approve final selection, impasse procedures

2. Firing - cause, appeal procedures, review procedures, final approval, impasse procedures

3. Disciplinary Actions - cause, appeal procedures, review procedures, final approval, impasse procedures

4. Grievance Procedures - cause, chain of response, appeal procedures, impasse procedures

5. Program Evaluation - when, what, who

6. Job Descriptions - must approve all

7. Responsibilities of Locally Established Groups - composition, authority, review and approval/disapproval, limits

The personnel policies must be approved by the Policy Council Committee.

Personnel Policy Procedures
Required for Head Start Programs

A. The general personnel practices of the agency must be approved by the Policy Council/Committee.

B. Policy Council/Committee must actually be involved in certain areas of the personnel practices.

C. If a Personnel Committee is established, it must be clear:

   1. What the composition of the personnel committee is.

   2. If it is a subcommittee of the Policy Council/Committee.

   3. If it is a subcommittee of the Board of Directors.

   4. If it is a joint committee of the Policy Council/Committee and the Board.

D. It must be stated that the decisions made by the Personnel Committees will be reviewed by the full Policy Council/Committee for approval or disapproval.

E. All policies must spell out in detail, specifically, how the policy councils/committees are involved in the hiring/firing, disciplinary and grievance processes of the program.

F. Some programs may take the needed action on personnel policies directly to the policy council/committee without any reference to subcommittees such as personnel committees. This is acceptable if the policy councils/committees are involved in the process as well as having rights to approve or disapprove final decisions.

G. Personnel Policies should include the following areas:

   1. hiring procedure

   2. firing procedure

   3. disciplinary and grievance procedure

   4. program evaluation

   5. job description

Personnel policies should have a format which is clear and which can easily be revised. Staff and parents must be trained on the policies annually or more often, if necessary. Personnel policies must be approved by the Policy Council annually.

Personnel policies should be organized into the following areas:

- An Introduction
- A statement on Equal Employment Opportunity policy
- Hours of work, attendance and absenteeism
- Basic wage and salary policies
- Employee benefits: health insurance, paid holidays, life insurance, counseling, employee loans
- Seniority, promotions, demotions, transfers and layoffs
- Supervisor-employee relations
- Employee behavior/performance and discipline rules
- Complaint and grievance procedures
- Termination of employment
- Policies required by Funding Sources and Regulations

Three most common problems involving a program's personnel policies include:

1. Problems caused by "loose" or ambiguous personnel policies that are not specific.
2. Problems caused by employees who are not familiar with agency rules as spelled out in the personnel policies and procedures.
3. Problems caused by personnel policies that are outdated and in need of revision.

Objective: To illustrate the Policy Council's role in hiring.

Problem: You are to fill the position of Director/Transportation Supervisor.

Task: Role play the second interview of the top two candidates. Present to the total group the steps (include time table and person/group responsible for each step) that have occurred prior to this role play and will occur after. Present to the group the job description for this position and the interview questions. You must make a recommendation.

Facts: The Director/Transportation Supervisor was on sick leave from January 3 to February 15 when she died. She was a former parent who had begun in the program as a volunteer and worked her way up

and in the program. She was a life long resident of the area, knew everyone, was very involved in local activities, supportive of parents and staff and was much loved. The two finalists are the

Schedule: Fiscal Officer whose background is very similar to the deceased Director's. Her/his education is a business degree. The other finalist is a person who would move to the area if hired. A single parent (of 3 children), s/he is a former Head Start Director. The program lost its grantee and could not find another one. Her/his degree is in Personnel Management and presently is a Director of Busing in a large public school system.

It is March 23. You are to present your recommendations to the Board and Policy Council in a joint meeting next week.

Scene: Personnel Committee Meeting

Suggestions: Look at the job to be filled. Review the facts. Can "new blood" be an asset to keep a program from stagnating? Looking at the time frames, where is the program now going and how does this affect your selection? Remember, this is the second interview.

Time: 30 minutes

PERSONNEL POLICIES ROLE PLAY #2

Objective: To illustrate the Policy Council/Committee's role in a grievance procedure.

Problem: The social service worker with the longest experience is grieving the fact that s/he was not hired as the new Parent Involvement/ Social Service Coordinator.

Task: Role play the Policy Committee's role in the grievance procedure. You must present the steps that have occurred before the role play, what, if any, steps/action will happen after (on chart tablet) and the job description (on chart tablet).

Facts: The new Parent Involvement/Social Service Coordinator began three weeks ago. Some of the requirements for this job are:

Degree in social work, or related degree.
2-4 years experience in Head Start or
3-5 years experience in a human service agency (work or volunteer)
1-3 years in a supervisory position

There is a three-month probationary period in this job.

In addition, the social worker has already received a verbal reprimand from the new coordinator and the Director for not carrying out a task assigned to her/him by the new coordinator. A copy of this reprimand is in the social worker's personnel file.

Scene: Your choice: 1) the Personnel Committee meeting
2) the Policy Committee meeting

Handouts/Supplementary Materials

As part of your training session on the 70.2, it will be necessary for participants to be familiar with a variety of program materials. The following list is suggested as basic material to be available before, during and/or after conducting 70.2 training:

- Program Organizational Chart
- Policy Council/Committee Bylaws
- Performance Standards
- Personnel Policies and Procedures
- Parent Manual
- Staff Handbook
- Program Component Plans
- Program Budget and Proposal
- Program Evaluation Reports
- Program Training Plans
- Regional and National ACYF Memos

SUPPLEMENTAL HANDOUT #1

ROLE OF NEGOTIATION

At some time during the life of a group, it is inevitable that disagreement and conflict will arise. Often groups reach an impasse when sensitive issues are discussed or when a tough problem arises. Many procedures are available for managing and resolving conflicts among groups and individuals. Included among these procedures are legal actions, bargaining, problem-solving, violence, third party intervention (arbitrators, mediators, therapists) and negotiation. Negotiation is one of the most commonly used procedures. Negotiation is the process in which people who disagree about the nature of agreement try to work an acceptable settlement. The process of negotiation focuses almost entirely on concrete issues. However, at the same time there are emotional issues operating during this process and they may include: anger, fear, distrust, rejection, resentment, etc.

GOALS OF NEGOTIATION

1) Reaching an agreement and

2) Not damaging the basic cooperative interdependence among the members

NEGOTIATION RELATIONSHIP

Not every group discussion involves negotiations but it is important to recognize them when they are occurring. The following check list will help to identify a negotiating situation or experience:

_____ Is another member involved?

_____ Are both cooperative and competitive elements present in the situation?

_____ Does getting what you want depend upon the agreement of another member?

_____ Are you in the dilemma of wanting to propose an agreement that is highly favorable to yourself but not wanting to risk making the other member so angry that she refuses to negotiate?

_____ Are you dependent upon the other member to give you information about what is a reasonable agreement from her point of view?

_____ Are there contractual norms on how negotiations should be conducted?

_____ Do the negotiations have a bargaining, a middle, and an end?

Adapted from: Joining Together by David W. Johnson and Frank P. Johnson Prentice-Hall, 1975

ADVANTAGES AND DISADVANTAGES OF DECISION MAKING METHODS

Methods of decision making	Disadvantages	Advantages
Authority rule without discussion	One person is not a good resource for every decision; advantages of group interaction are lost; no commitment is developed for implementing the decision by other group members; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.	Applies more to administrative needs; useful for simple, routine decisions; should be used when very little time is available to make the decision, when group members expect the designated leader to make the decision, and when there is a lack of skills and information among group members to make the decision any other way.
Expert	It is difficult to determine who the expert is; no commitment is built for implementing the decision; advantages of group interaction are lost; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.	Useful when the expertise of one person is so far superior to that of all other group members that little is to be gained by discussion; should be used when the need for membership action in implementing the decision is slight.
Average of members' opinions	There is not enough interaction among group members for them to gain from each others' resources and to get the benefits of group discussion; no commitment is built for implementing the decision; unresolved conflict and controversy may damage future group effectiveness.	Useful in a situation where it is difficult to get group members together to talk, when the decision is so urgent that there is no time for group discussion, when member commitment is not necessary for implementing the decision, and when a lack of skills and information exists among group members to make the decision any other way; applicable to simple, routine decisions.

From: Joining Together. by David W. Johnson and Frank Johnson
Prentice-Hall, 1975

Methods of decision making	Disadvantages	Advantages
Authority rule after discussion	Does not develop commitment for implementing the decision; does not resolve the controversies and conflicts among group members; tends to create situations in which group members either compete to impress the designated leader or tell the leader what they think he wants to hear.	Uses the resources of the group members more than previous methods; gains some of the benefits of group discussion.
Majority control	Usually leaves an alienated minority, which damages future group effectiveness; relevant resources of many group members may be lost; commitment for implementing the decision is not totally present; full benefit of group interaction is not obtained.	Can be used when sufficient time is lacking for decision by consensus or when the decision is not so important that consensus needs to be used, and when complete member commitment is not necessary for implementing the decision; closes discussion on issues that are not highly important for the group.
Minority control	Does not use the resources of many group members; does not establish widespread commitment for implementing the decision; unresolved conflict and controversy may damage future group effectiveness; not much benefit from group interaction.	Can be used when everyone cannot meet to make a decision, when the group is under such time pressure that it must delegate responsibility to a committee, when only a few members have any relevant resources, when broad member commitment is not needed to implement the decision useful for simple, routine decisions.
Consensus	Takes a great deal of time and psychological energy and a high level of member skill. Time pressure must be minimal and no emergency in progress.	Produces an innovative, creative, and high-quality decision elicits commitment by all members to implement the decision; uses the resources of all members; the future decision making ability of the group is enhanced; useful in making serious, important, and complex decisions to which all members are to be committed.

COMPARISON BETWEEN EFFECTIVE AND INEFFECTIVE GROUPS

Effective groups	Ineffective groups
Goals are clarified and changed to give the best possible match between individual goals and the group's goals; goals are cooperatively structured.	Members accept imposed goals; goals are competitively structured.
Communication is two-way and the open and accurate expression of both ideas and feelings is emphasized.	Communication is one-way and only ideas are expressed; feelings are suppressed or ignored.
Participation and leadership are distributed among all group members; goal accomplishment, interval maintenance, and developmental change are underscored.	Leadership is delegated and based upon authority; membership participation is unequal with high-authority members dominating; only goal accomplishment is emphasized.
Ability and information determine influence and power; contracts are built to make sure the individual goals and needs are fulfilled; power is equalized and shared.	Position determines influence and power; power is concentrated in the authority positions; obedience to authority is the rule.
Decision making procedures are matched with the situation; different methods are used at different times; consensus is sought for important decisions; involvement and group discussions are encouraged.	Decisions are always made by the highest authority with little group discussion; members' involvement is minimal.
Controversy and conflict are seen as positive keys to members' involvement, the quality and originality of decisions, and the continuance of the group in good working condition.	Controversy and conflict are ignored, denied, avoided, or suppressed.
Interpersonal group and intergroup behavior are stressed; cohesion is advanced through high levels of inclusion, affection, acceptance, support, and trust. Individuality is endorsed.	The functions performed by members are emphasized; cohesion is ignored and members are controlled by force. Rigid conformity is promoted.
Problem-solving adequacy is high.	Problem-solving adequacy is low.

Effective groups	Ineffective groups
Members evaluate the effectiveness of the group and decide how to improve its functioning; goal accomplishment, internal maintenance, and development are all considered important.	The highest authority evaluates the group's effectiveness and decides how goal accomplishment may be improved; internal maintenance and development are ignored as much as possible; stability is affirmed.
Interpersonal effectiveness, self-actualization, and innovation are encouraged.	"Organizational persons" who desire order, stability, and structure are encouraged.

From: Joining Together. by David W. Johnson and Frank Johnson
Prentice-Hall, 1975

ORGANIZING COMMITTEES

FUNCTIONS:

1. Do bulk of organization's work
2. Relieve officers of details
3. Training ground for new leadership
4. Make best use of individual skills
5. Generator of new ideas
6. Provide consensus programs and decisions
7. Opportunity to view resources and contacts for individuals

ADVANTAGES:

1. Small groups more efficient and effective
2. Less formal atmosphere that provides freer exchange
3. Consists of interested and committed individuals
4. Greater opportunity for individual contributions
5. Flexible operating procedures

TYPES:

Standard - responsible for specific tasks that occur regularly

Special - to do a specific task formally dissolved after completion of task

SELECTION:

1. Which members are interested in the type of activities?
2. Who has knowledge and skills?
3. Who has access to information?
4. Who can benefit individually from this experience?

5. Who should be represented on committee? - program, location, sex, race

6. Who has access to resources?

7. Who works well together? personality conflicts, etc.

8. Desires of chairperson, individual preferences

SELECTION OF CHAIR:

Carefully select chairperson who has the ability to lead, organize and keep group moving.

SIZE:

Remember, a group of five to seven persons usually operates more efficiently.

GOALS AND PURPOSES:

Goals should be stated clearly and the purposes should be defined carefully.

NAME:

Selecting the name helps to define nature of groups.

COMMITTEE ASSIGNMENTS/TASKS:

Some typical committee tasks are:

1. Fact finding

2. Advisory

3. Program

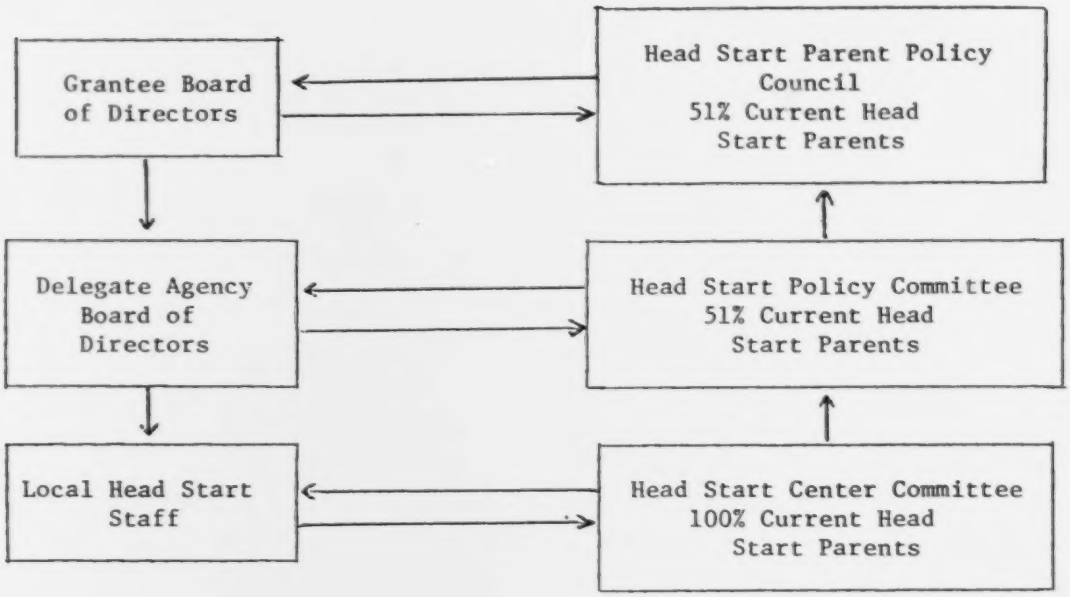
4. Public Relations

5. Membership

GUIDELINES FOR ESTABLISHING COMMITTEES:

1. Name of Committee
2. Purpose
3. Type
4. Specific Duties
5. Chair's Name
6. Member Names
7. Date of expected final report
8. Date of preliminary reports
9. Budget
10. List of other committees or individuals who may have needed information
11. Name and address of individual to whom committee is to report
12. Other considerations

Adapted from: Organizing Successful Committees by G. Whaples and Bruce [illegible], Cooperative Extension Service Information Bulletin, University of Maryland, College Park. October 1975.


Grantee Board of Directors
Head Start Parent Policy Council 51% Current Head Start Parents
Delegate Agency Board of Directors
Head Start Policy Committee 51% Current Head Start Parents
Local Head Start Staff
Head Start Center Committee 100% Current Head Start Parents

The designation of authority which parent policy groups have for various areas may be paraphrased as follows.

General responsibility: "Has legal and fiscal responsibility; guides and directs the person or group given responsibility for carrying out the function."

Operating responsibility: "Is responsible for carrying out the function."

Must approve or disapprove: "Must be consulted during decision making process and must approve before the decision is finalized or action taken."

Must be consulted: "Must be called upon before any decision is made to give advice or information."

May be consulted: "May be called upon for information, advice, or recommendations."

Responsibilities of Parent Policy Committee

The responsibilities of the parent policy committee are carried out in conjunction with the grantee board, the executive director, and the Head Start directors. The following functions are the minimum responsibilities assigned to the parent policy committee. Members may negotiate for additional functions and a greater share of responsibility, subject to limitations called for by DHHS policy.

- Preview and approve annually the written plan for implementing the performance standards.

- Offer suggestions and ideas for program improvements and request a report on action taken by the administering agency with regard to its recommendations.
- Serve as a link between public and private organizations, the grantee policy council, the delegate agency board of directors, and the community it serves.
- Plan, coordinate and organize agency-wide activities for parents with the assistance of staff.
- Communicate with parents and facilitate their participation in the program.
- Aid in recruiting volunteer services from parents, community resident and community organizations and assist in the mobilization of community resources to meet identified needs.
- Plan, develop the budget for, and administer the parent activity funds. Policy committee shall establish separate bank accounts when they vote to do so.

The policy committee must undertake the following major management functions for which it has some degree of responsibility.

<u>General responsibility</u>:

- Establishing a method of hearing and resolving community complaints about the Head Start program.

<u>Operating responsibility</u>:

- Conducting the self-evaluation of the agency's Head Start program.

<u>Must approve or disapprove</u>:

- Current program goals of the Head Start program and the methods for meeting these goals.
- The location of centers and classes.
- Plans for using available community resources.
- Criteria for the selection of children, within applicable laws and DHHS guidelines.
- The composition of the appropriate policy group and the method of setting it up.
- Head Start personnel policies for the delegate agency (including hiring and firing criteria for Head Start staff, career development plans, and employee grievance procedures).
- Hiring and firing of the Head Start director and staff of the delegate agency.

- Request for funds and proposed work program prior to sending to grantee.
- Major changes in budget and work program while program is in operation.
- All information on the grant application being sent to the policy council for pre-review.

Must be consulted on:

- Identification of child development needs in the area to be served and for ensuring that standards for acquiring space, equipment and supplies are met.

Responsibilities of Parent Policy Council

The responsibilities of the parent policy council are carried out in conjunction with the board of directors, the executive director, and the Head Start directors. The following functions are the minimum responsibilities delegated to the parent policy council. Members may negotiate for additional functions and a greater share of responsibility, subject to limitations called for by DHHS policy.

- Preview and approve the written plan annually for implementing the performance standards.
- Propose suggestions and ideas for program improvements and request a report on action taken by the administering agency with regard to its recommendations.
- Serve as a link between public and private organizations, the delegate agency policy committees, neighborhood councils, the grantee board of directors and the community it serves.
- Plan, coordinate, and organize agency-wide activities for parents with the assistance of staff.
- Approve the selection of delegate agencies..
- Recruit volunteer services from parents, community residents and community organizations and mobilize community resources to meet identified needs.
- Determine the amount and distribute parent activity funds to policy committees. If there is no policy committee, policy council must plan, develop the budget for, and administer the parent activity fund.
- Assist in communicating with parents and encouraging their participation in the program.

The policy council must undertake the following major management functions for which it has some degree of responsibility.

General responsibility:

- Establishing a method of hearing and resolving community complaints about the Head Start program.

Operating responsibility:

- Conducting a self-evaluation of agency's Head Start program.

Must approve or disapprove:

- Current program goals and ways to meet them.
- Delegate agencies and areas in the community in which Head Start programs will operate.
- Plans for using all available community resources.
- Criteria for the selection of children within applicable laws and HHS guidelines.
- The composition of the appropriate policy group and the method for setting it up.
- What services should be provided to Head Start from the grantee central office and the neighborhood centers.
- Head Start personnel policies for the delegate agency (including establishment of hiring and firing criteria for Head Start staff, career development plans, and employee grievance procedures.)
- Hiring and firing of the Head Start director and staff of the grantee agency.
- Request for funds and proposed work program prior to sending to HHS.
- Major changes in budget and work program while program is in operation.
- Information on the grant application process being sent to HHS for pre-review.

Must be consulted on:

- Identifying child development needs in the area to be served and ensuring that standards for acquiring space, equipment and supplies are met.

Samples: Introduction & Warm-up Exercises

These exercises can be used with large or small groups at the beginning of a workshop. The goals are manifold: to bring about initial contact between group members, to help overcome fear and to decrease shyness and inhibitions. In choosing games or activities, keep in mind the makeup of the group, the physical setting and the duration of the activity. These exercises are especially suitable for variations according to the group's need and familiarity.

Introducing Yourself and Getting Acquainted
Hiding names and finding them

Duration: about 15 minutes

Size of group: 8-20

Materials: finger paints, felt pens, paper, cardboard, glue or transparent tape, safety pins, etc.

Players conceal their names on themselves in such a way that anyone who wishes to read them has to make direct contact. For instance: write your name on your arm in washable finger paint and pull your sleeve down over it; stick your name onto your belt buckle; write your name in mirror writing; write your name on a piece of paper and hang it around your neck.

Introducing Yourself and Getting Acquainted
Remembering names

Duration: about 15 minutes

Size of group: depends on the probable memorizing talents of participants

The players sit in a circle. One says her or his name; the neighbor on the left repeats the name and adds her or his own. Then the neighbor on the left continues. Each player repeats all the names that have been said so far and finally adds her or his own. The game goes on until everyone has had a turn. If the group is very large, players may repeat only the last four names.

Warning: Since this game calls for purely cognitive memory skill, it may cause embarrassment to some individuals.

Introducing Yourself and Getting Acquainted
Wall writing

Duration: open

Materials: paper, different colored felt pens

Participants introduce themselves to the group one by one, by writing their names and drawing a picture of themselves on a piece of paper on the wall.

There may be discussion afterward (in pairs or in the group) about people's feelings and observations about introducing themselves.

What to watch out for: What is people's handwriting like - disjointed, angular, rhythmic, large or small? Which colors do they use?

Warning: It is generally unwise to collect and analyze with the group observations on individuals' behavior immediately after this game. Being "challenged" too soon often intimidates members of the group so badly that it is impossible to continue working with them.

Introducing Yourself and Getting Acquainted
The seat on my right is free

Duration: as long as everyone is enjoying it; not too long

Size of group: 8-20

All players sit in a circle. One seat remains empty. The player to the left of the empty seat begins:
"The seat on my right is free, I want (Sally) next to me."
The game should be played at a brisk pace.

Warning: It is important that everyone be involved in the game, so it is wise for the game leader to help direct the proceedings.

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Getting and Keeping Members. Adult Education Association of the U.S.A. 810 Eighteenth Street, N.W., Washington, D.C. 20006

This handy booklet offers suggestions for keeping members interested and involved in groups.

Understanding How Groups Work. Adult Education Association of the U.S.A. 810 Eighteenth Street, N.W., Washington, D.C. 20006

This handy reference focuses on applied group dynamics in everyday situations.